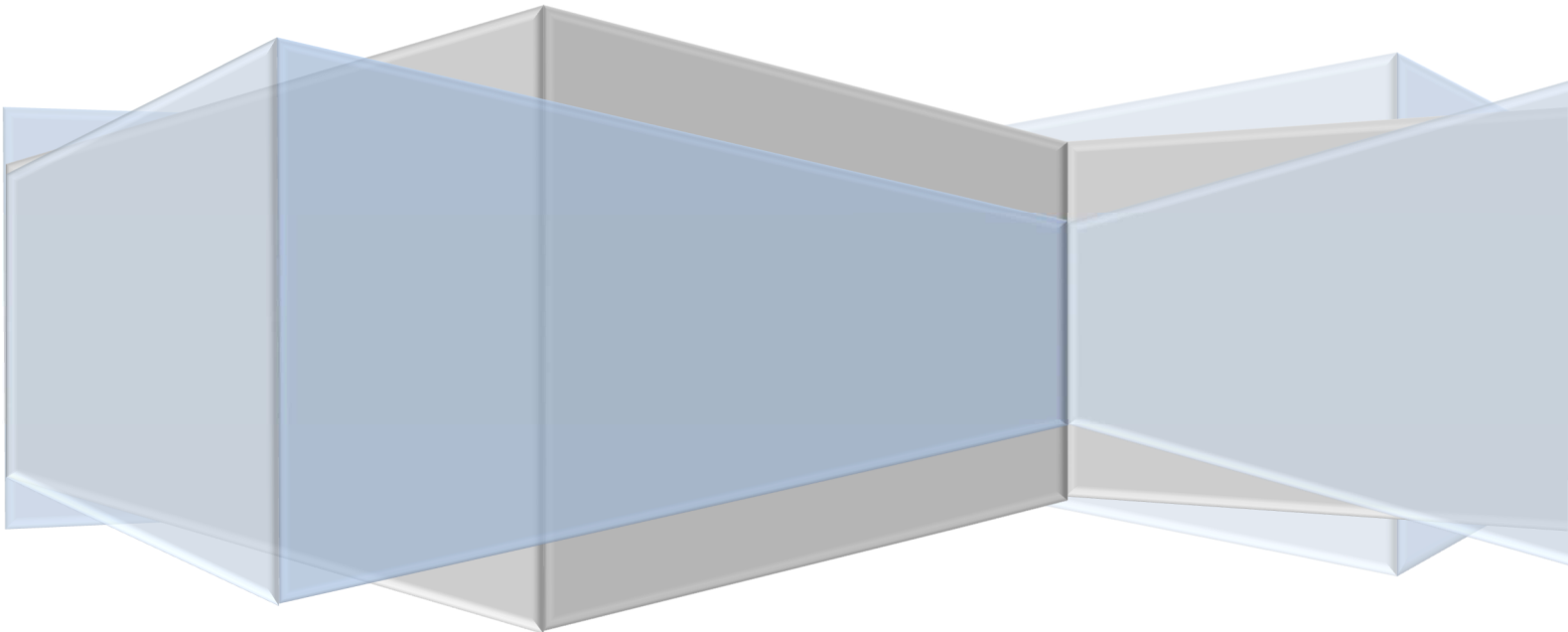




emu.edu/ma-biomed



MA in Biomedicine and MA in Healthcare Management Program Policies 2018 - 2019



MA in Biomedicine and MA in Healthcare Management Program Details

Introduction

The MA in Biomedicine and MA in Healthcare Management program is guided by the general academic policies found in the EMU Graduate Catalog (<https://emu.edu/catalog/graduate>). Much of the information in this handbook describes policies and academic information that is either unique to the MA in Biomedicine and MA in Healthcare Management program or highlights graduate school policies that are especially important to our program.

Admission to Program

Biomedicine graduate program entrance is based on:

- Baccalaureate degree from an accredited institution with a minimal undergraduate grade point average of 2.50
- Appropriate standardized test score(s)
- Satisfactory completion of prerequisite courses

Full Admission

- Completion of all prerequisite courses with an overall GPA above a 2.5. These courses include general biology I & II (8 SH), general chemistry I & II (8 SH); organic chemistry I & II (8 SH), and physics I & II (8 SH).
- The Admissions Committee decides which students are granted full admission.

Conditional Admission

- In cases where students lack either course requirements or adequate grades, a conditional admittance acceptance may be offered. Such students must take reduced semester course loads (9-10 SH) until the deficiency is removed with satisfactory grades (3.0 minimum) after their first semester in the program.
- The Admissions Committee decides which students are granted conditional admission.

An admissions committee evaluates student applications and makes recommendations for admissions. This committee also allocates available financial aid in the form of graduate assistantships.

Students in the biomedicine science concentration who have not completed all of the requisite courses are required to complete the graduate version of these courses within the context of their graduate program. However, students in the biomedicine teaching are not required to have completed the second courses in organic chemistry and physics, although these part two courses are highly recommended.

Program Concentrations

M.A. in Biomedicine: Biomedicine Science Concentration will be awarded 48 graduate hours that includes 30 SH of core biomedicine coursework, 13 SH of biomedicine science concentration courses,

and 5-6 SH of general electives. Core biomedicine coursework includes courses in biomedicine science, seminar & practicum, cross-discipline studies, and research.

M.A. in Biomedicine: Biomedicine Teaching Concentration will be awarded 48 graduate hours that includes 30 SH of core biomedicine coursework and 18 SH of biomedicine teaching courses.

M.A. in Healthcare Management Concentration will be awarded 48 graduate hours that includes 24 SH of core biomedicine coursework, 18 SH of required Nursing and Business courses, and 6 SH of Healthcare electives.

Students that complete 28 semester hours of courses may receive a “Biomedicine Program Certificate” that indicates the total number of graduate credit hours completed.

Specific Program Concentration Outcomes

Biomedicine science concentration - Students who are service-oriented, compassionate, interested in health and human biology issues, and academically competent can enter medical schools or other health professional schools, and become skilled health care professionals if they complete appropriate pre-requisite courses during their undergraduate years in college. Some students who graduate with baccalaureate degrees in liberal arts, humanities, business, social work, etc. later decide that they would like to go to medical school but lack the prerequisite coursework. Our biomedicine program is designed to help those students realize their dream.

Biomedicine teaching concentration - Students in this concentration after completing a minimum of 18 semester hours of graduate course work within an academic discipline (e.g. biology or chemistry) are eligible to teach in a community college or post-high school technical school. This track draws upon EMU’s existing graduate program in education for the education pedagogy courses. At times, current high school or junior high science teachers decide to enroll in graduate courses to enhance their teaching or their salary scale. In most cases the graduate coursework is focused on education or education administration courses without any courses in basic sciences. Our program concentration uniquely provides both basic biology/chemistry graduate courses that enhance the teacher’s ability to understand and teach new material such as molecular biology techniques, as well as selected educational pedagogy courses that promote effective teaching.

Healthcare Management concentration – A Masters in Healthcare Management degree from EMU provides students with the relevant business skills for effective decision-making and ethical leadership to improve the quality of healthcare in hospitals, insurance and managed care companies, pharmaceuticals, public health organizations, biotech firms, and a variety of healthcare settings. The administrative portion of the program draws upon EMU’s well-known MBA program for the business administration courses while specific healthcare related portion draws upon EMU’s outstanding MSN in Leadership and Management program. Some of the trans-disciplinary aspects are evident in a required cross-cultural component, interdisciplinary seminars, social science and bioethics courses, and finally in

a thesis project. Degree options: terminal M.A. degree (48 graduate semester hours) or one-year certificate (28 program semester hours).

Program Policies

The policies in this document are specific to students in the MA in Biomedicine and MA in Healthcare Management program. Please see the School of Graduate & Professional Studies Handbook for a complete listing of student life-related policies. Please also reference the School of Graduate & Professional Studies Academic Policies for graduate student related academic policies.

Accreditation

Eastern Mennonite University is accredited by the Southern Association of Colleges and Schools (SACS). In reference to the MA in Biomedicine program, two of the required curricular aspects for accreditation follow:

3.6.1 The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. (Post-baccalaureate program rigor)

3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. (Graduate curriculum)

Grades and Grading

Some of the required courses in our MA in Biomedicine and MA in Healthcare Management program are "dual-listed" courses. That means that the didactic and in some cases the laboratory portion of the course is also available for undergraduate students. However, the graduate dimension of these courses is required to demonstrate enhanced rigor, knowledge, and engagement with course materials. Recitation Periods and Recitation Leaders/Instructors assist teaching faculty in providing these in-depth aspects.

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

A - Excellent

A - 4.0 quality points per semester hour

A- - 3.7 quality points per semester hour

B - Good

B+ - 3.3 quality points per semester hour

B - 3.0 quality points per semester hour

B- - 2.7 quality points per semester hour

C - Marginal

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

Academic Probation and Dismissal

Students who have completed nine hours in a graduate program will be placed on academic probation if their GPA falls below 3.0. The director of the program will notify such students in writing of the probationary status, which remains in effect until they raise their GPA above 3.0 or are dismissed from the program. Students, on academic probation or admitted as provisional students, are limited in their course loads until their provisional or probationary status is removed. Those on probation should work with their faculty advisor to develop a plan for maximizing future academic success.

Graduate students may be dismissed from a graduate program upon:

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

The admissions committee in the graduate program makes all dismissal decisions.

Recitation Periods

Many of the initial core courses (or requisite courses) that are dual-listed with undergraduate students require graduate students to attend a weekly recitation period in addition to the normal course attendance requirements. Recitation Leaders/Instructors in charge of these periods may be the regular course instructor or an adjunct recitation leader who has the expertise or prior training in the course content area. Typically, recitation time is spent reviewing and amplifying the regular course content as well as providing applications from the course materials to biomedicine. Recitation is one method of expanding traditional undergraduate course material into a broader context that is appropriate for a graduate student. Applied materials covered during the recitation period may be included in unit or final course exams by the course instructor. Recitation Leaders/Instructors periodically report to the teaching faculty regarding individual student attendance and participation and maintain weekly office hours for student consultation and questions.

Graduate student recitation attendance is required for the following courses.

- BMC 551 (BIOL 307) Developmental Biology (4)
- BMC 561 (BIOCH 376 Foundational Biochemistry) Biochemistry (3)

- BMC 562 (BIOL 447 Mammalian Physiology) Human Physiology (4)
- BMS 501 (CHEM 315) Biomedical Organic Chemistry I: Basic Principles (4)
- BMS 502 (CHEM 316) Biomedical Organic Chemistry II: Reactions and Mechanisms (4)
- BMC 612 Human Anatomy (4)

Cross-Cultural Experience

Students must complete one semester in the program with a GPA of 3.0 or better to register and participate in the cross culture course/experience the summer after their first year of study.

Research in Biomedicine

An important course experience, required for graduation with an MA in Biomedicine degree, is the Research in Biomedicine course. A primary faculty mentor is assigned to each student who aids in developing their research project. The project involves working on a hypothesis-driven piece of original research. During the beginning phases, this faculty member will aid the student in selecting and finalizing a research topic and obtaining a faculty committee of one additional person to serve as advisors and readers. Project outcomes include preparing an oral presentation and a review paper written in CSE (Council of Science Editors) style.

Standardized Entrance Test Preparation

For students in the Biomedicine Science track who are preparing for entrance into medical, dental, pharmacy, or other doctoral-level health science programs, entrance exams (MCAT, DAT, PCAT, etc.) are typically required. Quality performance on these exams emerges from quality performance in the basic course work on which the tests are based and adequate review and study before taking the test.

For most students the optimal time to schedule the test is early summer a month or so following an academic year. Consequently during the spring semester preceding the scheduled test, students should spend a significant quantity of time preparing for these tests. For most students this will involve spending an average of 6-7 hours each week from January through May studying and reviewing test content materials.

To aid our students in reviewing this material, our MA in Biomedicine program offers a for-credit MCAT prep course in during the spring semester.

Writing Style and Manuals

Each academic discipline has a preferred style of writing and bibliographic referencing. In the MA in Biomedicine and MA in Healthcare Management program, we consistently use the Council of Science Editors (CSE) style and reference the various supportive materials including manuals and internet sources. Beginning in the first semester, in BMC 610 Interdisciplinary Seminar I, a simple writing style guide is required: *Writing Papers in the Biological Sciences*, 5th edition, by Victoria E. McMillan, 2012. Bedford/St. Martin's: Boston, MA, ISBN#978-0-312-64971-5. This brief manual introduces CSE writing style for Lab Reports, Brief Papers, etc. Selected internet sources describing the CSE writing style include:

- <http://guides.osu.edu/c.php?g=605168&p=4194389>
- <http://www.wsulibs.wsu.edu/quickguides/cse>

Life Together: Commitments for a Community of Learning

Expectations and Responsibilities for Community Life for faculty, staff, and students at EMU

At Eastern Mennonite University our life together supports our work, and in turn, our work shapes our life together. EMU serves the church and the world by engaging in academic inquiry in conversation with God's story through scripture, Christ, and the church. As a Christian university in the Anabaptist tradition, we encourage each other in Christ-like ways of living and learning.

The following ideals describe the learning community we aspire to be. They are derived from scripture as read in the Anabaptist tradition, our own century of tradition as an academic church institution, and the traditions we continue to make together today. Formal policies and procedures outlined in EMU faculty, staff, and student handbooks are designed to hold us accountable to these principles and sustain the identity and values that bind us together while creating space for questioning that identity in a spirit of continual renewal. We commit ourselves to regularly review and update all university policies in light of these ideals.

Love for God and one another: Our most important work is to love as God loves us, as shown in the life of Jesus. We seek relational, collaborative, and restorative approaches to teaching and learning, administration, policy, and discipline. We commit ourselves to practice generosity and hospitality, demonstrating reconciling love, sustained by collective worship and spiritual formation.

Wisdom: Our learning community pursues truth and seeks wisdom in its practice. We bring creativity and rigorous inquiry to our academic work, including our curricular distinctives of peacebuilding, social justice, cross-cultural engagement, and sustainability. We listen to each other with compassion and boldly share our own authentic statements of faith and doubt. We commit ourselves to intellectual, physical, and spiritual growth in all aspects of academic and social life.

Equality: Because each person has immeasurable worth in God's eyes, we value participatory processes and pedagogies. Each person has a right to be heard, and to work and study in a safe environment. Policies and procedures aspire toward equity, including individuals of all backgrounds in the benefits of community membership and giving everyone a recourse against abuse of power. We commit ourselves to show respect for the rights, dignity, and full personhood of one another.

Sustainability: We strive to use God's gifts wisely and generously, emphasizing well-being and supporting policies that enable students and employees to live balanced lives. We commit ourselves to exercise responsibility in our care for the earth and our use of resources as we practice stewardship of mind, time, abilities, and finances.

Accountability: Our individual and collective actions affect the health of the entire community. We expect each person to conduct themselves ethically and faithfully in personal and public matters, in

order that all may thrive physically, spiritually, emotionally, and intellectually. We commit ourselves to mutual accountability motivated by love in a spirit of generosity and grace.

Adopted by the Board of Trustees, June 23, 2017