

Eastern Mennonite University Graduate & Professional Programs Catalog

2017-18



Eastern
Mennonite
University

SCHOOL OF GRADUATE &
PROFESSIONAL STUDIES

Eastern Mennonite University
Harrisonburg, Virginia

emu.edu/graduate-and-professional-studies/catalog

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Graduate and Professional Studies Catalog

The information in this Graduate Catalog applies to the academic year 2017-2018. 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. This Graduate Catalog is descriptive and is not to be construed as a legal contract.

Acknowledgements

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Accreditation

University Accreditations and Certifications

Southern Association of Colleges and Schools (SACS)

Commission on Colleges

State Council of Higher Education for Virginia (SCHEV)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Commission on Collegiate Nursing Education (CCNE)

Council on Social Work Education (CSWE)

National Council for Accreditation of Teacher Education (NCATE)

Association of Clinical Pastoral Education (ACPE)

Association of Theological Schools in the United States and Canada (ATS)

Student achievement goals, measures and performance data is available on emu.edu. More information on the individual accreditations and certifications is available below.

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

Eastern Mennonite University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur GA 30033-4097, or call 404-679-4500 for questions about the accreditation of Eastern Mennonite University.

State Council of Higher Education for Virginia (SCHEV)

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

NCATE Teacher Education Accreditation

Our teacher education program has carried the highest national accreditation standards in the nation for more than 30 years. EMU is one of only five private colleges in Virginia to be certified by the National Council for Accreditation of Teacher Education (NCATE).

CACREP Counseling Accreditation

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

CCNE Nursing Accreditation

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

CSWE Social Work Accreditation

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

Seminary Accreditations

Association of Theological Schools (ATS)

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

UMC Pastor Ordination

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

Association for Clinical Pastoral Education (ACPE)

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

Council of Mennonite Seminaries

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

Nondiscrimination Policy

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

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

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

Family Education Rights & Privacy Act

FAMILY EDUCATIONAL 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)
- address and telephone listing (permanent, local, or residence hall)
- date of birth
- major and minor field(s) 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
- e-mail address

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

University History

A History of Eastern Mennonite University

EMU offers a four-year liberal arts undergraduate

program, more than a dozen graduate and professional degree programs and trainings, and is home to the Center for Justice and Peacebuilding, Eastern Mennonite Seminary, and the Center for Interfaith Engagement.

2017-18 is our centennial year.

Beginning in 1917 as a small Bible academy of the Mennonite Church on the outskirts of town where the church's young people would be protected from the larger society, EMU has transformed to a thriving Christian university that prepares students for professions that serve the community and the world.

Service

In addition to excellent academic preparation for careers in fields such as nursing, education, visual and communication arts and engineering, EMU has been committed throughout its history to preparing students for service.

For example, during World War II many EMU students served in Civilian Public Service in mental health institutions, ultimately transforming the mental health care system in the United States.

Today nearly 20,000 EMU graduates serving around the world as scientists, health care professionals, church and community leaders, business owners, peacebuilders, educators and more!

Social Justice

One way EMU students develop a worldview, appreciation for varied viewpoints and critical thinking skills is through our cross-cultural program. The program was one of the first of its kind, focusing on immersion in another culture, while traveling and studying with a group, mentored by faculty members with experience in the region. Cross-cultural study — around the world and in various U.S. cultures — has been a graduation requirement for all students for more than three decades. More than 75% of faculty have lived and worked internationally, bring that experience to their classrooms and conversations.

EMU was the first college in Virginia to admit African-American students. The first African-American student graduated from EMU in 1954, the same year *Brown v. Board of Education* was decided. Virginia public schools would not integrate for four more years.

Christian Discipleship

Christian discipleship and faith formation — alongside academic excellence — have always been key to EMU's mission. Community worship and Bible and theology courses have been a part of the educational experience from the beginning.

Student-led worship services such as Celebration have been around since the late 70s. Students are involved in campus ministries and spiritual life on campus in as ministry assistants and pastoral assistants, leaders of Fellowship of Christian Athletes activities, and initiating their own support and accountability systems with faculty, staff and peers.

In 1965 a graduate theological school had evolved and Eastern Mennonite Seminary was launched. The seminary serves students from varied denominational backgrounds including Mennonite, United Methodist and others. The programs walk with students as they discern their call to ministry. The seminary offers an intensive, well-rounded program of biblical, theological, historical and practical studies.

Peacemaking

The Anabaptist-Mennonite Christian tradition emphasizes peacemaking and resolving conflicts with words rather than weapons. Practical training in conflict transformation and the field of restorative justice are core to EMU. EMU's Center for Justice and Peacebuilding (CJP) was launched in the early 1980s. CJP is a graduate and training program of EMU offering master's degrees in conflict transformation and restorative justice, training in trauma resilience, and a Summer Peacebuilding Institute. 2011 Nobel Peace Laureate Leymah Gbowee'07 received training in trauma healing from Lutheran church workers trained by CJP Professor Barry Hart. Gbowee went on to rehabilitate child soldiers.

Today undergraduate and graduate students experience this emphasis on peacebuilding through coursework and student life practices.

EMU alumni all over the globe work passionately to transform organizations and create people-to-people connections in their workplaces and in their own businesses, churches, communities, families and workplaces. Many work with organizations such as World Vision, Amnesty International, Oxfam,

Mennonite Central Committee, and Heifer Project International.

An academic timeline

Over the years our school has grown from a small Bible academy into a fully accredited university with over 1,800 students in more than 35 undergraduate programs, seminary and more than a dozen graduate programs.

- From 1917 to 1982 the academy included what is now Eastern Mennonite School, K-12. Today, whether you're at our beautiful campus in Harrisonburg, Va., at our thriving site in Lancaster, Pa., or part of an online program, you'll notice the focus on hospitality and community that is so important to EMU.
- In 1947 EMU's first four-year degree program was approved by the state of Virginia. Regional accreditation by the Southern Association of Colleges and Schools followed in 1959.
- In 1965 Eastern Mennonite Seminary added advanced theological study and ministerial training to the list of offerings available at EMU.
- The first graduate program (other than seminary) – counseling – began in 1993. It was followed by two others in the next two years – conflict transformation and education.
- In August 1994 our name changed from “college and seminary” to “university.”
- An adult degree completion program was established in 1994 and by 2010 nearly one third of graduates were adult students completing their degrees.
- A distinctive MBA program began in the fall of 1999, and the late 2000s began offering tracks focused on nonprofit entrepreneurial management and general stewardship.
- In 2010, EMU first offered a masters in nursing leadership and management.

University Mission, Vision, Values

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

MISSION

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

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

VISION

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

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

VALUES

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

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

Approved by Board of Trustees June 23, 2017

General Contact and Location Information

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

Main Campus Contact and Location

Mailing and street address:
Eastern Mennonite University
1200 Park Rd
Harrisonburg, VA 22802-2462
Telephone: 540-432-4000
Fax: 540-432-4444
TTY: 540-432-4599

EMU Lancaster Contact and Location

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

Toll-free: 866-368-5262
Local: 717-397-5190
Fax: 717-397-5281

Undergraduate Admissions Contact and Location

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

Website: emu.edu/admissions
Toll-free US: 800-368-2665
Local/international: 540-432-4118
admiss@emu.edu

Financial Aid Office

Website: emu.edu/financial-aid
Toll-free US: 800-330-9683
Local/international: 540-432-4137
finaid@emu.edu

Alumni and Parent Engagement Office

Website: emu.edu/alumni
Phone: 540-432-4206
alumni@emu.edu

Seminary Contact and Location

Website: emu.edu/seminary
Toll-free US: 800-710-7871
Local/international: 540-432-4260
Fax: 540-432-4598
seminary@emu.edu

Graduate School Contact Info

EMU's School of Graduate and Professional Studies is located on the southern end of campus in Heatwole House on Smith Avenue.

Website: emu.edu/graduate-and-professional-studies/
Phone: 540-432-4026
graduate@emu.edu

The graduate school mailing address is the same as the university address.

EMU Technology Helpdesk

The campus helpdesk and user services department is located on the lower level of Sadie Hartzler Library.
Website: emu.edu/is
540-432-HELP (4357)
helpdesk@emu.edu
General questions and concerns: webmaster@emu.edu

Media Contacts

Mia Kivlighan, EMU Media Relations Manager
540-432-4211, mia.kivlighan@emu.edu

Emergency Contacts

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

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

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

Each residence hall room is equipped with a campus telephone line (residents provide their own telephones), and a phone is also located at the main entrance of each residence hall. Incidents can also be reported in person at the Physical Plant Office, or at the Student Life Office in the University Commons building.

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

Graduate Program Philosophy, Values and Goals

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

What is 'Leadership for the Common Good'?

Leadership for the common good is a belief that developing authenticity in people is the way to help them transform their world. That the common good is established each time a person, organization, or community reaches beyond individual self-interest for the sake of the greater whole.

To that end, our graduate programs are led by scholar practitioners who are experts in their fields and who focus our curriculum on personal formation, competency, and relationships in developing leaders who work to transform their world and enhance the common good in their workplaces and communities.

Personal Formation

Developing authentic leaders on a journey of integration, spiritual growth, and maturity. Our graduate

students become leaders who understand that personal, organizational, and community existence are tied to the sustainability of local and global systems.

Competency

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

Relationships

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

Our Values

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

Growing Spiritually

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

Honoring Community

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

Leading as Service

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

Upholding Justice and Building Peace

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

skills and resources to the problems, reducing violence and promoting just relationships and structures.

Planning for Sustainability

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

Global Citizenship

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

Health and Healing

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

MA in Biomedicine

About

Our MA in Biomedicine program, approved by Commission of the Southern Association of Colleges and Schools (SACS), uniquely challenges students to take courses broadly from several disciplines. Some of the transdisciplinary aspects are evident in a required cross-cultural component, diverse seminars, social science and bioethics courses, and finally in a thesis project. A master's degree can be earned after 48 SH of coursework (two full years of study) or a certificate with 28 SH of study (one full year of study).

Admission

Timeline

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

Admission Requirements

Biomedicine graduate program entrance is based on:

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

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

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

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

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

An admissions committee will evaluate student

applications and make recommendations for admissions.

Admission application procedure

1. Complete and submit the online admission form

with the \$50 application fee (non-refundable), also payable online.

2. Request official transcripts (not student copies) from each college or university you have attended. The official transcripts should be sent to Eastern Mennonite University's MA in biomedicine program. Coursework from natural sciences and mathematics must have been completed within the last 5 years.

3. Secure two letters of academic recommendation:

preferably one from a natural science professor from your most recent academic program; alternatively, one from a work supervisor is acceptable. Applicants must provide titles, correct email addresses, and telephone numbers for all references. Applicants are responsible for requesting recommendation letters. Letters can be sent electronically to ma-biomed@emu.edu

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

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

Health History and Immunization Requirements for Enrollment

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

Degree Requirements

MA in Biomedicine: Biomedical Science Concentration

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

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

Course Schedule (48 hours for MA)

Biomedical Core Courses (30 semester hours)

Natural Sciences (12 SH)

BMC 551 Developmental Biology
BMC 612 Human Anatomy
BMC 561 Biochemistry

Another natural science course may be substituted for one of the above.

Cross Discipline (8 SH)

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

Transdiscipline (10 SH)

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

Biomedical Science Concentration (13 SH)

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

BMC 562 Human Physiology
BMC 572 Cognitive Psychology

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

BMC 552 Cell Biology
BMC 561 Immunology
BMC 563 Molecular Genetics
BMS 562 Neurobiology
BMS 570 Medical Microbiology
BMS 585 Infectious Diseases

Biomedical Science Electives (5-6 SH)

Offered with adequate enrollment

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

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

Prerequisite Courses

Undergraduate science course program requirements (or equivalents)

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

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

Two general physics courses with laboratories (8 SH)
One mathematics course (Calculus) (3 SH)

MA in Biomedicine: Biomedical Teaching Concentration

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

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

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

The MA in biomedical teaching program draws upon EMU's well-known MA in Education program for the education pedagogy courses.

Course schedule (48 Course Hours)

Biomedical Core Courses (30 semester hours and 6 hours electives)

Natural Sciences (12 SH)

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

BMC 551 Developmental Biology
BMC 612 Human Anatomy
BMC 561 Biochemistry

Cross Discipline (8 SH)

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

Transdiscipline (10 SH)

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

Biomedical Teaching Concentration (18 SH)

Required Foundational Courses (9 SH)

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

Education Electives (9 SH) Select from the following:

EDCI 511 Teaming and Collaboration
EDCC 521 Peacebuilding and Conflict Resolution
EDDA 511 Teaching Diverse Learners
EDSL 581 Language and Culture – online

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

Prerequisite Courses

Undergraduate science course program requirements (or equivalents)

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

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

Course Offerings

Fall 2017

BMC 551 Developmental Biology (4SH)

An investigative study of the topics of gametogenesis, fertilization, embryogenesis and organogenesis. Molecular influences and cell interactions involved

in differentiation and development are emphasized. Laboratory investigations use both descriptive and experimental approaches to study amphibian, bird, and mammal development. A research project and paper are required.

BMC 561 Biochemistry Foundations (3SH)

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

BMC 610 Interdisciplinary Seminar I (2 SH)

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

BMC 611 Interdisciplinary Seminar II (2 SH)

This team-taught course challenges students to grow in capacity for leadership in the medical field. Strategies include: reflection on leadership history, aptitudes and style; creating an inventory of current leadership skills, while identifying gaps for future growth; strategies to effectively link leadership abilities with the social environment. Relational skills studied include: deep listening, empathic influence, compassionate communication, and the power of healing relationships. The course concludes with an emphasis on practicing professionalism as a future leader in the health field.

BMS 501 Organic Chemistry I (4 SH)

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 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. Three lectures and one laboratory/recitation period per week.

BMS 511 Biomedical Physics I (4 SH)

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

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

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

BMC 623 Research in Biomedicine (2 SH)

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

BMS 571 Abnormal Psychology (3 SH)

An interdisciplinary approach to understanding abnormal (maladaptive) behavior emphasizing the crucial roles of learning and life stressors in the development and maintenance of abnormal behaviors. The clinical characteristics, causal factors and treatments of maladaptive behavior patterns are

examined, including the areas of assessment, therapy and prevention. Positive emotions and strengths that promote mental health will be integrated throughout the course.

Spring 2018

BMC 562 Human Physiology (4 SH)

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

BMC 613 Biomedical Research Design & Statistics (2 SH)

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

BMC 612 Human Anatomy lab (1SH)

Anatomical study of body systems using mammalian and human cadaver materials. Histological studies are correlated with the above anatomical studies. Laboratory work includes dissection, osteology.

BMC 563 Molecular Genetics (3 SH)

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

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 502 Organic Chemistry II (4 SH)

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

BMS 512 Biomedical Physics II (4 SH)

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

BMX 613 Behavioral & Social Science Principles (3 SH)

An overview of the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. Theoretical underpinnings of the most relevant explanation, planning, change, and evaluation theories will be reviewed and illustrated with examples of the application of these models to health promotion and disease prevention with individuals, groups and communities. Basic principles from psychology, anthropology, sociology, and other social science disciplines are analyzed in relation to the causes, consequences and control measures for public health problems.

BMX 611 Biomedicine, Faith & Ethics (3SH)

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

Academic policies

Academic policies are available online at <http://emu.edu/cms-links/ma-biomed/docs/2017-18-MA-Biomed-program-policies.pdf>

Center for Justice & Peacebuilding

About

The Center for Justice & Peacebuilding (CJP) offers a master's degree program in conflict transformation and a master's degree program in restorative justice, as well as graduate certificates in both conflict transformation and restorative justice. Additionally, CJP has joined with the undergraduate Peacebuilding and Development (PXD) program to offer accelerated MA degrees in conflict transformation or restorative justice for PXD majors. Finally, CJP has partnered with Eastern Mennonite Seminary (EMS) to offer a dual degree where students graduate with an MDiv and either the MA in Conflict Transformation or the MA in Restorative Justice. Included below is admissions, program, course and policy information shared across the various offerings as well as program specific requirements.

The Mission, Vision, and Values of CJP

The Center for Justice & Peacebuilding educates a global community of peacebuilders through the integration of practice, theory and research. Our combined vision is to prepare, transform, and sustain leaders to create a just and peaceful world.

Our Program Values

As a program of excellence, we believe that our values are inextricably woven into our actions. Therefore, consistent with EMU's grounding in Anabaptist theology and life, we believe that our values are made visible when we:

- reflect Anabaptist Christian traditions and values, which include *nonviolence*, *right relationships*, and *just community*.
- give priority to *hospitality* and building *relationships* with both individuals and institutions.
- foster *respect and collaboration* across faith traditions, cultures and worldviews, while challenging ourselves and others to continual learning.
- focus on *positive long-term and deep-rooted change* that *links personal and social transformation*.
- support *sustainability* of CJP/EMU and partner organizations, emphasizing personal, relational, spiritual, environmental and financial well-being.
- understand and honor *human*

dignity and interdependence.

- ensure *mutual accountability and transparency* between CJP, individuals, organizations, and funding sources.
- understand *peacebuilding as an overarching concept* that includes conflict transformation, restorative justice, trauma healing, reconciliation, development, and leadership, undergirded by spirituality and religion.

Admission

Applying for the Master's Degrees or Graduate Certificates

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

- A completed application form (https://my.emu.edu/ICS/Admissions/Graduate_Studies.jnz?portlet=Graduate_and_Professional_Studies_Application&formid=116). *This is a two-part form that includes an admissions essay* (1000-1200 word requirement for the MA and 500 word requirement for a Graduate Certificate) and submission of a resume or curriculum vitae. Part 1 of the application must be submitted first.*
- Application fee of \$50 (U.S.). Can be paid online through CASHNet <https://commerce.cashnet.com/cashneti/selfserve/EditItem.aspx?PC=EM1-CJP&ItemCount=1> (International payments can be made using Flywire <https://www.flywire.com/pay/emu>.) Cash and check are also accepted.
- Official transcripts from each college or university attended.
- Three references (including one academic and one professional). *Only two letters required when applying for a graduate certificate.* Download the letter of recommendation form at http://emu.edu/cms-links/cjp/docs/updated_letter_of_recommendation.pdf.

International Applicants

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

the program to issue a student visa application (I-20 form).

- After you are admitted and have your visa, fill out the International Student arrival form at <http://www.emu.edu/admissions/international-students/arrival/> if you would like assistance with transportation to campus from the airport. *This service is available only in August at the start of the program.*

Because the program works with many international students, the admissions committee assesses applicants' preparedness and fit with the program through transcripts, the resume, letters of recommendation and the essay. Submission of GRE scores is neither required nor recommended.

*An arts-based option is accepted in lieu of the essay. Contact ctprogram@emu.edu for more details.

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

Guidelines and Requirements

Applicants must have an undergraduate degree.* A social science background is preferred but not required. Preference is given to students who have two or three years of experience (paid or voluntary) in any type of work that involves making the world more just and less violent. This includes, but is not limited to, community development, social movement organizing, mediation, relief work, restorative justice, working with communities traumatized by injustice or violence, and advocacy. If you want to make the world a better place and want the practical tools and knowledge to do that and have been working in other fields, please apply so we can have a conversation about how our programs might meet your goals.

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

Applicants should have an undergraduate GPA of at least 2.75 (on a four-point scale). However, those who have a weaker academic background but extensive experience

in the peacebuilding field are welcome to apply; if all other admissions requirements are met, the applicant may be conditionally admitted. If the student makes a 3.0 GPA in his or her first semester of studies, the student's probation status is removed and he or she is considered fully admitted.

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

Graduate Program Tuition and Financial Aid

Tuition and Fees

Tuition and fees for the 2017-18 academic year for CJP and other EMU graduate programs is available on the Business Office website. <http://emu.edu/business-office/graduate/>

A pdf copy of estimated CJP tuition and living costs for the 2017-18 academic year can be found at http://emu.edu/cms-links/cjp/docs/Estimated_Costs_17-18.pdf

Financial Aid

CJP does have some internal scholarships available, though we are unable to fully fund any one student. However, students are generally able to fund their program-related expenses through a combination of sources, such as external and internal scholarships, federal student loans, organizational sponsorships and personal funds.

More information on federal student loans is available through the EMU Financial Aid office. <http://emu.edu/financial-aid/graduate-students/>

Faith Community Matching Grant: CJP matches whatever your church or faith congregation provides up to \$1,000 per year (\$2,000 career maximum). Click <http://emu.edu/financial-aid/forms/> for form.

Scholarships

Below is a list of scholarship opportunities that new applicants are welcome to apply for. In order to apply

for each scholarship, click the highlighted link to access the online application form. Unless otherwise noted, all scholarship applications must be submitted by February 15, 2017 in order to be considered for scholarship awards for the 2017-18 academic year. Candidates must also have submitted a completed application file for admission by February 15, 2017 in order to be considered.

Applicants will be informed of their scholarship decision along with their admission letter, at which point they will learn if the scholarship is renewable for both years or not. Because scholarships are awarded at the time of admission, only new, incoming students are eligible to apply.

Adam Herr Baer Endowment for Conflict Transformation and Peacebuilding

This scholarship supports students who have helped or plan to help mediate conflicts around the globe.

Maximum amount to be awarded: \$10,500 (non-renewable/one-time award)

Alumni-Nominated Scholarship

This is a renewable scholarship awarded to applicants, who have been nominated by CJP alumni. Students must already have applied to CJP in order to be considered for the award.

Maximum amount to be awarded: \$8,000 (renewable)

Anabaptist Scholarship

Preference for this scholarship is given to students having a relationship to the Anabaptist/Mennonite Church; effort is to be made to distribute the award to domestic and international students in equal numbers.

Maximum amount to be awarded: \$5,000 (non-renewable/one-time award)

Domestic Student Scholarships

1. Kay Koontz Gillette Endowed Scholarship Fund
This scholarship is for North American CJP students with financial need, who will be applying their peacebuilding skills in a North American context.
Maximum amount to be awarded: \$8,000

2. John Paul and Wendy Lederach Endowed Scholarship
This scholarship is for CJP or SPI; priority is given to international students, and then minority students from

the U.S., specifically Native Americans.

Maximum amount to be awarded: \$1,600

Maximum total amount to be awarded: \$9,600. Access the application form to apply for these scholarships.

Donald L. and Lillian E. Goodwin Endowed Scholarship

This scholarship is intended for one or more students with financial need who plans to serve in the nonprofit sector, whether public or private.

Maximum amount to be awarded: \$1,220

General Educational Award

1. James and Marian Payne Family Endowed Scholarship
This scholarship provides one or more annual scholarship awards to students pursuing a master's degree at CJP.

Maximum amount to be awarded: \$2,500

2. John E. and Betty J. Kreider Endowed Scholarship
This scholarship is intended for CJP students.
Maximum amount to be awarded: \$1,676

3. Rose Landis Baer and Gerald R. Baer Endowed Scholarship
This scholarship is intended for full-time MA students.
Maximum amount to be awarded: \$1,100

Maximum total amount to be awarded: \$8,276.

International Student Scholarships

1. H.D. Swartzendruber Family Endowed Scholarship
This scholarship is intended for a student from outside North America who is pursuing a master's degree.
Maximum amount to be awarded: \$3,000

2. James and Joan Nissley Gingrich Fund
This scholarship is intended for an international master's student.
Maximum amount to be awarded: \$1,000

3. J. Daryl Byler & Cynthia Byler Fund
This scholarship is intended for MA students from Iran, Iraq, Jordan or Israel-Palestine.
Maximum amount to be awarded: \$7,500

4. John Paul and Wendy Lederach Endowed Scholarship
This scholarship is intended for CJP or SPI ; priority given to international students, and then minority

students from the U.S., specifically Native Americans.
Maximum amount to be awarded: \$1,600

5. Mennonite Fellowship at MSU Endowed Scholarship
This scholarship is intended for a CJP graduate student,
with priority given to international students.
Maximum amount to be awarded: \$3,000

6. Asian Women's Peacebuilding in Leadership
Scholarship
Scholarship for women from Asia with priority to
graduate students.
Maximum amount to be awarded: \$3,800

7. Kurdish Grant Fund
Scholarship award with priority to female Iraqi Kurdish
students living in Iraq wishing to pursue an MA degree
at CJP, or to a local Iraqi Kurd.
Maximum amount to be awarded: \$5,000

Maximum total amount to be awarded: \$24,900. Access
the application form to apply for these scholarships.

SPI Scholarship for Graduate Program Students

Available for students with financial need pursuing a
graduate degree (MA or GC) at CJP, either through
the traditional or low-residency route. This scholarship
covers one SPI course for credit (and lodging on campus
if doing the low-residency option) and is a one-time
award.

Volunteer Service Discount Application

Students who have served for at least two years with
a fully volunteer service organization are eligible to
apply for this discount which will award 12.5% tuition
discount per credit hour.

Fulbright Scholars

Fulbright Scholars receive a tuition discount for the
duration of their Fulbright award. Learn more about
our Fulbright Scholars at www.cies.org.

For more information on external scholarships and
resources, please check out the Domestic Student
Scholarship Guide and International Student
Scholarship Guide.

Below is program specific requirements for the various
CJP offerings:

MA Degree in Conflict Transformation Requirements

The Master of Arts in Conflict Transformation is
awarded upon successful completion of 45 semester
hours. This includes a 15 credit required core, a fall or
spring practitioner skills assessment course, courses taken
towards a specialization, and the practicum. Students
work with a faculty advisor to establish a course of study
that will meet that student's vocational goals. When
pursued full time, the program can be completed in two
years; limited-residency students normally finish in three
to five years. All students are required to spend at least
one spring semester (January-April) on campus.

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

Core Course Requirements

Master of Arts Core

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

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

(see policy for limited-residency students satisfying
Foundations I at [//emu.edu/cms-links/cjp/docs/
Foundations_I_substitute_for_limited-residency_MA_
students.docx](http://emu.edu/cms-links/cjp/docs/Foundations_I_substitute_for_limited-residency_MA_students.docx))

PAX 535 Research Methods for Social Change (3 SH)

Practitioner fall or spring 3 SH skills assessment courses
(Choose at least one):

- Mediation & Negotiation (fall)
- Restorative Justice Practices (spring)
- Transforming Trauma – last offered spring 2017
- Building Resilience in Body, Mind & Spirit (spring)
– will be offered for the first time spring 2018
- Facilitation: Process Design & Skills for Dialogue,
Deliberation & Decision-making (spring)

Practicum

Practicum (6-9 SH)

MA Degree in Restorative Justice Requirements

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

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

Core Course Requirements

Master of Arts Core

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

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

(see policy for limited-residency students satisfying Foundations I at [//emu.edu/cms-links/cjp/docs/Foundations_I_substitute_for_limited-residency_MA_students.docx](http://emu.edu/cms-links/cjp/docs/Foundations_I_substitute_for_limited-residency_MA_students.docx))

PAX 535 Research Methods for Social Change (3 SH)

Restorative Justice Required Courses (9 hours):

PAX 571 Restorative Justice (3 SH)

PAX 676 Restorative Justice Practices (3 SH)

PAX 677 Restorative Justice and Whole System Approaches (3 SH)

Practicum

PAX 682 Practicum (6-9 credit hours)

Elective Courses (12-15 hours)

This list below is not an all-inclusive list as elective offerings, particularly in the Summer Peacebuilding

Institute, change from year to year:

- Mediation & Negotiation (3 SH)
- Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-making (3 SH)
- Justice in Transition: Restorative and Indigenous Applications in Post-war Contexts (3 SH)
- Building Resilience in Body, Mind & Spirit (3 SH)
- Circle Processes (1 credit)
- War-to-Peace Transitions: Systemic Peacebuilding (3 SH)
- Psychosocial Trauma, Identity and Dignity (3 SH)
- Nonviolent Mobilization for Social Change (3 SH)

Preparing for a Career in RJ:

Restorative Justice (RJ) is practiced in many settings. Some RJ specialists work within existing systems such as schools, prisons or jails, and businesses. Others integrate RJ approaches into community organizing movements or peace processes for transitioning from war. At CJP, we take a big view of opportunities for applying RJ knowledge, principles and practices.

Each student is coached and mentored through processes of discernment and reflection, and the Practice Director works with each student to identify areas for local practice and appropriate placements for the required practicum.

Specializations (for Conflict Transformation or Restorative Justice MA students)

Students in both MA programs are encouraged to develop a specialization within their degree that is aligned with their vocational goals. Students will work with their advisor to assess their interests and goals and will plan their course of study to develop their specialization. A specialization will typically be rooted in two or three thematic courses, complemented by research and skills classes particularly relevant to that area of practice. Each student will be encouraged to create a portfolio of projects that build and demonstrate their knowledge and skills.

Here are some sample specializations for students in the MA in Conflict Transformation program:

- Students wanting to specialize in **civil society peacebuilding for societies in transition** might want to take a mix of classes from strategic peacebuilding (e.g. mobilization and war-to-peace transitions) and / or in development (e.g. conflict-

sensitive development); a class in leadership for healthy organizations and a trauma course; the research class in either program evaluation or the action research; and skills classes on facilitation and/or on negotiation and mediation.

- Students wanting to concentrate in **transforming a society or a large system over a sustained period** might want to take a mix of classes from strategic peacebuilding (such as mobilization and conflict coaching) combined with other courses that help them understand how to work with communities (e.g. building communities) and/or organizations (one of the organizational classes offered). They will also want to make sure they have developed a wide array of skills used to lead processes in changing systems (for example: facilitation, three dimensional negotiation, circles processes, and a course on designing and delivering workshops and trainings). They could choose a research class that focuses on working with communities (action research) and/or monitoring and evaluating the effectiveness of change initiatives.
- Students wanting to specialize in **organizational consulting and/or leadership coaching** would want to consider taking “Organizational Behavior” (offered through the MBA program) and “Leading Organizational Change,” as well as a course in conflict coaching. Because of the amount of information gathering and analysis needed in organizational consulting, they will also benefit from the “Research Methods” course. Finally, they will want to select skills courses focused on negotiation, mediation and facilitation.
- Students wanting to **teach and mentor others in peacebuilding practices** should make sure they have a fully grounded understanding of the core skills in the field (mediation, negotiation, facilitation as examples) combined with an understanding of how to develop and deliver workshops and short courses (designing learner centered training is usually offered in SPI). They should also become familiar with challenges to effective learning, such as strategies to help others deal with trauma so that they can embrace new ideas and practices. Crucial to this area of practice are the classes on program evaluation or monitoring and evaluation. Since workshops and trainings often evolve into ongoing coaching work

with key individuals, students wanting to engage in this type of work should also consider taking the conflict coaching class.

- Students wanting to focus on **the theory, practice and integration of psychosocial trauma and peacebuilding** will want to take the courses in the standard specialization; and consider exploring other courses in restorative and transitional justice, reconciliation, faith-based peacebuilding, arts/media/peacebuilding, war-to-peace transitions, public policymaking, international development, leadership, community organizing and program evaluation. A combination of these courses, in conjunction with the required practicum experience, will professionally prepare persons to work in agencies concerned with the integration of psychosocial trauma and peacebuilding in post-war and post-violence/disaster circumstances. This set of courses will also provide an important foundation to those individuals who want to pursue an advanced graduate degree in trauma-informed approaches to peacebuilding. Students also have an opportunity to become certified trainers or practitioners affiliated with the Strategies for Trauma and Awareness (STAR) program. Please see “Process for MA students Wanting to Become STAR Trainers” for more information on this.
- Students wanting to **work with organizations to improve social change and social justice initiatives** will want to take courses that include a focus on strategic thinking, community-building and public policy, organizational leadership, and as many courses as they can get on research, monitoring and evaluation (M&E). Students would also want to ensure they have developed skills to design and deliver workshops and trainings, and to understand and utilize various approaches to social change including arts- and media-based approaches. (Most arts- and media-based courses are offered during SPI.) This combination of coursework will prepare students to lead and increase the effectiveness of social justice and social movement organizations working at the grassroots to national levels.

Here are some sample specializations for students in the MA in Restorative Justice program:

- Students wanting to **advocate for restorative justice**

at a macro-systems level will want to take the 3 required restorative justice (RJ) courses to lay the foundation for RJ theory and practice. Added to these foundational courses, students would want to consider exploring courses that focus on war-to-peace transitions, transitional justice, peacebuilding in traumatized societies, public policymaking, international development, and nonviolent social movements. This combination of coursework would be ideal preparation for professional advancement with international agencies working at the change within global, national and governmental institutions, structures and legislation.

- Students wanting to integrate **restorative justice and community development** will want to take the three restorative justice courses listed above in order to lay the foundation for RJ theory and practice. Added to these foundational courses, students would want to consider exploring courses that focus on conflict sensitive development, building communities, community organizing, organizational development and leadership, social narratives, and program evaluation, monitoring and evaluation. This combination of coursework would be ideal preparation for professional advancement with international and national agencies working at meso-level change within urban and rural community systems.
- Students wanting to weave together **restorative justice, trauma healing and reconciliation** will want to take the three standard restorative justice courses to lay the foundation for RJ theory and practice. Added to these foundational courses, students would want to consider exploring courses that focus on trauma awareness, resiliency and STAR, forgiveness and reconciliation, identity-based conflicts, societal narratives and specific training in RJ skill-sets, including circle processes and victim-offender conferencing. This combination of coursework would be ideal preparation for professional advancement with local and domestic agencies working at change at an individual or small group level.

We also offer a growing array of courses that use **media and theater practices** for peacebuilding and justice work. These methods can be incorporated into any of the focus areas listed above

Dual Degrees with Eastern Mennonite Seminary

Students at the Center for Justice & Peacebuilding may opt for a dual degree, offered in conjunction with Eastern Mennonite Seminary. A Master of Divinity can be combined with either the Master of Arts in Conflict Transformation or the Master of Arts in Restorative Justice. The dual degree program can be completed in four years of full-time, continuous study, one year less than if each degree were pursued separately. Students wishing take this course of study must be admitted to both programs.

Students are required to complete core requirements in both programs and work closely with advisors in both programs to establish a course of study that meets the student's vocational goals. Seminary admissions requirements as well as additional and more detailed information about the dual degree can be found on the seminary's website www.emu.edu/seminary.

The remainder of the information below is applicable to students involved in any of the various CJP MA and GC programs.

Course Overview

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

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

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

Course Offerings

Fall 2017

Fall courses start August 29 and end December 15.

#	Class Name	Meeting Time/Location	CHs	Instructor(s)
PAX 516	Program Evaluation through Qualitative Research	Mondays 1:45-4:45 p.m. Hartzler Library/LB 121	3	Roger Foster
PAX 535	Research Methods for Social Change	Times TBD Online	3	Roxy Allen Kioko
PAX 601	Mediation & Negotiation	Tuesdays, 1:45-4:45 p.m. LB 121	3	Amy Knorr, David Brubaker
PAX 677	Restorative Justice & Whole Systems Approaches	Wednesdays, 8:45-11:45 a.m. Martin Store/MS 205 and via zoom	3	Carl Stauffer
PAX 669	Psychosocial Trauma, Identity & Dignity	Wednesdays, 1:45-4:45 p.m. MS 205 and via zoom	3	Barry Hart
PAX 534	#Foundations for Justice & Peacebuilding I	Thursdays, 8:45 a.m-4:45 p.m. LB 121	6	Gloria Rhodes, Carl Stauffer
PAX 615	Leading Organizational Change	Thursdays, 8-10 p.m. <i>Hybrid: most classes on-campus, with some on-line</i> LB 121 and via zoom	3	David Brubaker
PAX 691	Peacebuilding through the Biblical Narrative	9/1, 9/29, 10/13, 11/10, 12/9 9:15-11:45 a.m. 9/15 1:45-4:15 p.m.		
PAX 571	Restorative Justice	Times TBD Online	3	Johonna Turner
PAX 672	Circle Processes	Nov 3-5 F 6-9p.m./S 8:30-5/Su 1-6 p.m. Discipleship Center	1	Kay Pranis
PAX 540	STAR Level I	September 11-15 <i>Only open to students not taking courses meeting weekly</i> Strite	2	Vernon Jantzi, Annette Lantz-Simmons

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

If you are interested in registering for a fall CJP class, please fill out the Center for Justice & Peacebuilding (CJP) Course Registration form
<http://emu.edu/cjp/grad/course-practicum-info/registration-form/>
 or email Academic Program Coordinator, Janelle Myers-Benner at bennerj@emu.edu for more information.

Spring 2018 Courses

Spring classes other than the STAR training and the OLS course begin the week of January 15 and end May 3.

#	Class Name	Meeting Time/Location	CHs	Instructor(s)
PAX 540	STAR Level I (Materials fee \$120)	Jan. 8-12, 8:30 a.m. – 5 p.m. Strite	2	Katie Mansfield
PAX 588	Nonviolent Mobilization for Social Change (Course fee \$50–required lobbying trip)	Mondays, 1:45-4:45 p.m. Hartzler Library/LB 121	3	Carl Stauffer
PAX 612	Building Resilience in Body, Mind, & Spirit	Mondays, 5:30-9 p.m. plus a weekend retreat April 7-8 LB 121	3	Katie Mansfield
OLS 530	Organizational Behavior (<i>Register through MBA</i>)	Tuesdays, 8-10 p.m. Campus Center 201	3	David Brubaker
PAX 676	Restorative Justice Practices	Wednesdays, 8:45-11:45 a.m. LB 121	3	Carl Stauffer
PAX 585	International Development	Wednesdays 1:45-4:45 p.m. LB 121	3	Tim Seidel
PAX 634	#Foundations of Justice & Peacebuilding II	Thursdays, 8:45 a.m.-4:45 p.m. LB 121	6	Johonna Turner, Tim Seidel
PAX 610	Facilitation: Process Design & Skills for Dialogue, Deliberation & Decision-Making	Tentative dates: January 19, January 26, February 9, February 23, March 16, April 20, 8:45 a.m. – 4:45 p.m. LB 121	3	Catherine Barnes
PAX 672	Circle Processes	March 23-25 F 6-9p.m./S 8:30-5/Su 1-6 p.m. Discipleship Center	1	Kay Pranis

Arranged with advisor or faculty member:

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

Academic Calendar

Fall Semester 2017

August

- 23-25 – Graduate New Student Orientation
- 25 – Welcome picnic & Playback storytelling (all-CJP gathering)
- 28 – New Student Advising & fall registration
- 29 – CJP FALL SEMESTER CLASSES BEGIN
- 30 – EMU Graduate student picnic

September

- 2 – All-CJP potluck at Tangly Woods homestead in Keezletown
- 9 – Ropes Course (required for all Foundations I students)
- 23 – Ropes Course rain date

October

- 13-15 – EMU Homecoming weekend
- 20 – Mid-Semester Recess begins at 5:30pm
- 25 – Classes resume at 8am

November

- 21 – Thanksgiving Recess begins at 5pm
- 27 – Classes resume at 8am

December

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

Spring Semester 2018

January

- 8-12 – STAR Level I
- 15 – All other CJP SPRING SEMESTER CLASSES BEGIN

March

- 2 – Mid-Semester Recess begins at 5:30pm
- 12 – Classes resume at 8am
- 29 – Easter Recess begins at 5pm

April

- 3 – Classes resume at 8am
- 19 – ACE Festival (no Foundations II class)

May

- 3 – Last day of CJP classes (and final day of the semester)
- 6 – EMU Annual Commencement/CJP Graduation Celebration

Course Descriptions

Current CJP fall or spring courses (unless noted as an SPI offering – see www.emu.edu/spi for information about SPI offerings)

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

This course is designed to help students understand the basics of qualitative research, arts-based research, and program evaluation. Sociological and anthropological approaches will provide the theoretical and philosophical background for our work, but the focus will be on practical applications of arts-based and traditional qualitative methodology in evaluation. Students will practice conducting structured and semi-structured interviews, focus group interviews, coding interview transcripts, and will practice designing an evaluation: working with a client, determining appropriate methods, collecting data, analyzing the data, interpreting the data, and communicating the findings. This course complements, but does not take the place of other research and evaluation courses that entirely focus on either research or evaluation.

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

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

This course includes upper level undergraduate students.

PAX 532 – Formation for Peacebuilding Practice (3 SH)

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

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

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

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

PAX 533 – Analysis: Understanding Conflict (3 SH)

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

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

Foundations I and II give a comprehensive overview of peacebuilding practice and its multi-disciplinary, multi-level aspects. This course (Foundations I) addresses personal, interpersonal, small group, and organizational-level transformation through research, analysis, theory and practice. Foundations II

similarly focuses on communal and societal levels of transformation. Throughout the two courses, you will be required to learn and integrate critical self-assessment, ethical application of theory, technical utilization of analysis tools, and systematic processes of planning and implementation for practice interventions across a myriad of sectors in society.

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

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

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

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

PAX 540 – STAR Level I (2 SH)

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

PAX 571 – Restorative Justice (3 SH)

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

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

PAX 585 – International Development (3 SH)

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

This course includes upper level undergraduate students.

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

What does it mean to create social change nonviolently? We will look at the power of ordinary people to effect change through social movements, community organizing, public activism, advocacy / lobby campaigns, and policy formation. The course will be framed by the theory and practice of social movements, mass mobilization and community organizing. These course frameworks will be interrogated within the social change systems of violence and nonviolence. From this

backdrop, we will take a careful and critical look at nonviolent strategic action, grapple with the inherent tensions between principled and functional nonviolence, and explore the possibilities of creating nonviolent forms of power, identifying tactics, and designing plans for social transformation. The final section of the course will delve into advocacy, lobbying and methods for influencing public policy with an emphasis on theories for policy change. Throughout the course, participants will have a choice to engage in a variety of assignments including reading reflections, presentations on nonviolence and religion, letter writing, applying nonviolent frameworks to real-life case scenarios and analysis of policy reports. A weekend trip to Washington DC to participate in the advocacy training and lobbying meetings with government representatives will be built into the learning experience.

PAX 590 – Peacebuilding & Public Policymaking (3 SH)

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

PAX 601 – Mediation and Negotiation (3 SH)

Negotiation is the fundamental process by which human beings discern how to resolve differences and move forward together—whether in a family, a local community, an organization, a society, or a world community. Mediation adds a third party to the

negotiation process, and has proven remarkably effective in resolving and even transforming certain disputes. This course will train participants to be effective negotiators and to serve as impartial mediators, but will also explore the varying contexts in which these processes take place and the variety of perspectives and worldviews that parties bring to a negotiation or mediation process. For CJP students this is a skills assessment course. Each student will be evaluated by the instructor and by class peers for competency in mediation & negotiation skills.

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

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

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

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

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

PAX 612 – Building Resilience in Body, Mind, & Spirit (3 SH)

Extended adversity, toxic stress, violent situations, and traumatic experiences can undermine our sense of safety, healthy uses of power, connection, and general functioning as individuals and in groups (i.e., our resilience). We repeatedly witness how unhealed trauma fuels cycles of violence. Yet few of us feel equipped to interrupt, or even be present within, these cycles, even (or especially) in our position as leaders of social change or peacebuilding processes. We reach for technical plans and try to think our way to solutions. We may become unable to harness the transformative energy of conflict. Unattentive to messages from our own bodies, we can get stuck, damaging our own health, relationships and possibilities for transformation.

Yet trauma and resilience studies tell us we cannot learn if we do not move, breathe and engage in new ways. Conflict transformation theory emphasizes the importance of imagination, curiosity, creativity and risk taking. Expressive arts theory suggests that when we take small steps with our physical bodies and engage in small acts of artistic courage, we develop new neural pathways for new resources with which we face our "real life" challenges and questions. Movement, embodied awareness, playfulness and creative expression are key tools in helping us develop our presence as facilitators, leaders and engaged participants in life and work for social change. Practicing different forms of responding (beyond the judgmental and analytical) to people and ideas can open us to new possibilities.

This course will take seriously the connections between body, mind and spirit. When we engage in work toward full-bodied healing, well-being, and self care, we change our own experience of self and our relationships. It will open space for exploring body-mind-spirit practices for building personal and group resilience, as well as for understanding the theoretical foundations about how these practices can be a critical foundation to peacebuilding and social change work. This class

qualifies as a skills assessment course for the CJP MA degree.

PAX 615 – Leading Organizational Change (3 SH)

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

This is one of four Seminar courses that are geared primarily to second year graduate students at the Center for Justice & Peacebuilding. They require that a student have taken Foundations I & II unless otherwise noted. These seminar courses will be capped at 15 students, with up to 18 students with special instructor permission. Students from other graduate programs should meet with the professor to determine the suitability of the course for their learning goals. In order to participate in this particular advanced seminar, students will be required to have completed either the Foundations I course (offered by CJP) OR the Organizational Behavior course (offered by EMU's MBA program).

PAX 691 Peacebuilding through Biblical Narrative (1 SH)

The last thirty years have brought increased attention to the ways in which people use narratives and storytelling to work for justice and peace, as well as foment violence and oppression. This course introduces students to the narrative turn in peacebuilding through the prism of Biblical narratives, stories told and presented in the Christian Bible. Students will gather around a set of Biblical narratives, look at various ways they have been

interpreted, and examine how these interpretations have been used to orient and galvanize groups – for example, to mobilize communities toward self-determination and liberation or toward conquest and genocide. Along the way, students will explore participatory and emancipatory strategies from around the world for working with Biblical narratives; traditions of reading the Bible from below, that is, from contexts of marginalization and oppression; and approaches for engaging Biblical texts informed by the arts and contemplative practices. Class sessions will primarily use a seminar format organized around a specific Biblical narrative, a set of readings, or interpretations of the narrative, and one or more case studies related to a given reading. This course is intended for enrolled CJP graduate students.

PAX 617 – War-to-Peace Transitions: Systemic Peacebuilding (3 SH)

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

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

This is one of four Seminar courses that are geared primarily to second year graduate students in the Center for Justice and Peacebuilding. They require that a student have taken Foundations I & II unless otherwise noted. These seminar courses will be capped at 15 students, with up to 18 students with special instructor permission. Students from other graduate programs should meet with the professor to determine the suitability of the course for their learning goals.

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

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

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

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

injustice or conflict to designing and preparing strategies to impact that situation.

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

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

This is one of four Seminar courses that are geared primarily to second year graduate students in the Center for Justice & Peacebuilding. They require that a student have taken Foundations I & II unless otherwise noted. These seminar courses will be capped at 15 students, with up to 18 students with special instructor permission. Students from other graduate programs should meet with the professor to determine the suitability of the course for their learning goals.

PAX 672 – Circle Processes (1 SH)

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

- foundational values and philosophy of peacemaking circles,
- conflict as opportunity to build relationships,
- creating safe, respectful space for dialog
- consensus decision making,

- structure of the circle process,
- facilitation of the circle process
- practical applications of circle process,
- problems and challenges in circles.

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

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 is a practice-based discipline. The course will be framed by four essential values of RJ: encounter, amends, reintegration and inclusion. The content of the course will be embedded in the key practice models that drive the Restorative justice field – VOC / VOD, FGC, Circles, RJ in the workplace, schools, prisons, religious institutions, community gang and public violence, transforming historical harms, and applications in transitional justice processes globally. Conducted in a seminar format, students will have ample lab time to exercise the skills, complete assignments that are directly related to in-field competencies (e.g. policy reviews, writing program concept and funding documents, facilitating training sessions and engaging in self and peer assessments) as well as grapple with the theory and ethics that drive our practice.

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

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

The recent expansion of the Restorative Justice (RJ) field is almost breathtaking. We are now seeing an

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

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

- Chaos, disorganization & self-organizing theory
- Social capital networks and interdependencies
- Coalition building, social mobilization, and social movement theory & practice
- Systemic inputs & outputs, and
- Structural Information & Communication feedback loops.

The course is facilitated in a seminar format using circle process, reading summaries, presentations, group analysis & brainstorming (e.g. a think-tank model) and virtual interaction with various practice leaders in the fields of emergent-adaptive systems and restorative justice.

This is one of four Seminar courses that are geared primarily to second year graduate students in the Center for Justice & Peacebuilding. They require that a student

have taken Foundations I & II unless otherwise noted. These seminar courses will be capped at 15 students, with up to 18 students with special instructor permission. Students from other graduate programs should meet with the professor to determine the suitability of the course for their learning goals. In order to participate in this advanced seminar, students will be required to have completed either the Foundations I & II courses (offered by CJP) OR for MAED students either PAX 571 or PAX 676.

Practicum

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.

This **“hands on” experience with “extensive interaction with people outside the classroom” and in organizations** dealing with the subjects of MA students’ specializations provides additional work experience for CJP students. Their experience is critical to employers as well as overall career development.

Being prepared academically and having additional work experience through a practicum strengthens the individual student’s ability and capacity to offer a full range of experience to the people they will eventually work for and serve.

In addition to doing an organizational practicum, CJP students may do a research-based practicum (independent or nested within an organization. In very select cases, a student may be granted permission to pursue a thesis (PAX 683) in lieu of a practicum.

Practicum Details

- Practical, hands-on involvement in the form of extensive interaction with people outside the classroom in settings that give the student practical experience in conflict transformation, peacebuilding and/or restorative justice practice, most commonly with an organization engaged in specific initiatives within the field.
- Personal reflection regarding the experience, based on personal observations, conversation with others, and feedback from the on-site practicum supervisor

and the practicum advisor.

- Consultation and accountability accomplished by establishing mechanisms for drawing on the wisdom of others in the decision-making and learning process during the practicum. The student works closely with their practicum supervisor (a faculty member), practicum director Amy Knorr, and their on-site supervisor.

Most MA students do their practicum in the fourth semester (the spring semester of their second year for full-time residential students).

Possible Placement Organizations

Students have completed their practicums in a variety of locations, locally and globally, with many different organizations. The list below includes a few examples of recent practicum sites.

- UNICEF, New York City
- United Nations Development Program, New York City
- Tanenbaum Center, New York City
- Search for Common Ground, Washington, D.C.
- World Vision, Peacebuilding & Reconciliation Program, Washington, D.C.
- Rural Southern Voices for Peace, Burnsville, N.C.
- Fairfield Center, Harrisonburg, Va.
- New Bridges Immigration Center, Harrisonburg, Va.
- James Madison University, Office of Judicial Affairs, Harrisonburg, Va.

Practicum forms and sample proposals may be found at emu.edu/cjp/grad/practicum

Peacebuilding Practice at CJP

Engaging in peacebuilding practice is an essential aspect of the CJP experience. As we seek to prepare reflective practitioners for the field, CJP offers a diverse range of practice opportunities for students. We encourage students to take advantage of some of these opportunities during their time here. Peacebuilding practice is the skills, knowledge and processes we use to make the change we want to see happen. For CJP,

peacebuilding practice at its best is based on long term engagement.

Areas of Peacebuilding Practice

CJP takes a broad view of forms of peacebuilding practice. These areas include, but are not limited to:

- Peacebuilding & conflict transformation
- Conflict analysis
- Advocacy and activism
- Circle processes
- Monitoring and evaluation
- Project design and management
- Listening projects
- Organizational development
- Restorative justice
- Dialog facilitation
- Peacebuilding and the arts
- Mediation
- Leadership coaching
- Trauma awareness training
- Training in peacebuilding
- Action research
- Peacebuilding through theater
- Telling peacebuilding stories through media

The Practice Director

Students work closely with peacebuilding practice director Amy Knorr. Amy ensures seamless and excellent practice-focused accompaniment of all CJP MA students from orientation to graduation. She works closely with local, national and international organizations to build relationships for potential practice and practicum opportunities. As CJP seeks to prepare peacebuilders for their work/lives following graduation, Amy advises, supports and champions the professional development of CJP students as they prepare for their careers.

Practice Opportunities

Practice opportunities are different than the practicum as they occur during the student's first three semesters at CJP. While the majority of practice opportunities are located in the Harrisonburg area, students have done practice work nationally and internationally. Practice may be a required component of a particular CJP class or it may be above and beyond a student's course load. In some cases, these opportunities are paid, often by a CJP grant.

Past practice opportunities include:

- Leading conflict resolution and nonviolence training for youth at the Harrisonburg Boys and Girls Club
- Accompanying members of the Bergton community through organizing and research as the community begins to adopt environmentally friendly stream management practices
- Recommending restorative options for hazing violations to the Office of Judicial Affairs at James Madison University
- Facilitating strategic planning for a network of mental health providers in Shenandoah county
- Leading circle processes for Harrisonburg City School District teachers and administrators as well as members of the police force at a training on restorative justice
- Conducting a developmental evaluation on a social justice carnival
- Designing and facilitating a CJP conference on restorative justice

Academic Policies

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

Advisors

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

Class participation and absences

Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that meet weekly or over several weekends. Being absent for more than one class leads to a student missing

a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty. Refer to the graduate program policy on “Class Attendance” for related information.

Course extensions, incompletes and continued coursework

Course extensions

For fall and spring semesters, all coursework is due by the end of the semester. For SPI classes, all course work (for non-degree or part-time students or students doing the graduate program through SPI) is due by October 1. Residential full-time CJP students must complete all SPI course work before the start of the next semester, by August 20.* See “SPI course deadlines for undergrad students” for specific details for these students.

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

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

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 CJP Academic Programs Director, the student’s academic advisor and the instructor of the course. To receive this additional extension, a letter of petition is expected with full rationale for the reason unable to finish by the due date and a practical plan on how the student will finish if this extension is permitted. This must be submitted to the above persons and a copy to the Academic Program Coordinator at least one week before the end of the first extension. A student is encouraged to use this only when absolutely necessary.

*Please refer to the policy “Analysis and Practice substitute for Limited-Residency MA students” for deadlines for these students.

Courses for reduced credit hours

Students are welcome to take non-core classes for reduced credit hours with permission of the instructor. However, a student is only permitted to take 1 course per semester for reduced hours and no more than 3 during the student’s program. Syllabi for CJP classes will outline course assignments for reduced hours when applicable or will note if the class is not appropriate to be taken for reduced hours. Please note that SPI courses cannot be taken for 1 credit hour. Please note that changes to the number of credit hours a student is registered for in the course follow the normal drop/add periods.

Credit hour limit

Graduate students are permitted to take up to 12 SH in the fall and the spring terms. Taking more than 12 SH requires written permission to the Academic Program Coordinator from the student’s academic advisor. Students can take no more than 2 SPI courses (5-6 SH) if they plan to return full-time in the fall semester (only 1 course is recommended for students who plan to do an internship/work over the summer or extensive travel).

Directed/Independent study coursework

MA students may take up to 2 directed or independent study courses (up to 6 SH) during their course of study and Graduate Certificate/GC students may take 1. For GC students 3 out of the 15 SH can come either from a directed or independent study or a course

taken outside the CJP program. Approval for these SH to be used towards the MA or GC is given by the student's academic advisor. Refer to "Transfer credit" policy for additional related information. Please note that the normal expectation is that no more than 6 SH for an MA student would come from outside normal CJP coursework (with a maximum of 12 being accepted) unless the student is doing a Certificate or Master's program with another EMU program and bringing in up to 12 SH from that program.

Email accounts

Each graduate student is supplied with an EMU email address for the duration of their time of study and up to one year following graduation. The expectation is that while a student is enrolled in the program, they will be responsible for the material sent to their EMU email address. That address is seen as the primary mode of communication with students. Programmatic information, including information regarding course expectations and deadlines, registration for classes, and community events are circulated to students via email. Students are welcome to forward their EMU emails to an alternate address or change their subscriptions to mass EMU email listserves (see <https://mail.emu.edu/broadcast/>) to cut down on the number of emails received at that address.

Leave of absence

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

Non-degree seeking students

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

Pass/Fail courses

For certain CJP courses "Pass" is the highest grade possible. The "Pass" grade is not factored into the overall grade point average (GPA). Most classes are evaluated with a standard letter grade range: A, B, C. However, for the practicum (required of all MA students) and some courses, this type of evaluation is less appropriate. For example, while a faculty member supervises the practicum student, a practicum is usually accomplished by working with another organization or program outside our community, making a nuanced evaluation difficult.

Students switching MA to Graduate Certificate or Graduate Certificate to MA

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

Submit a written request to their academic advisor and the Academic Program Coordinator.

Depending on the length of time they have been in the

program, an additional letter of recommendation may be requested.

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.

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

Transfer Credit

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

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

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

MA in Counseling

About

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

Dedicated, Dynamic Faculty

Our dynamic faculty members <http://emu.edu/graduate-counseling/faculty/> are real-world practitioners who are dedicated to mentoring students. Whether collaborating on research endeavors, reading groups, conference presentations and attendance or clinical supervision, faculty members are committed to preparing students to be strong clinicians.

Each student is paired with an advisor, and in addition to regular meetings each semester, each student receives continuous feedback regarding strengths and growing edges.

All faculty members maintain a clinical practice, which contributes to an active and engaging conversation about the work of counseling.

Ethical Standards in Counseling

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

Program Features

The Master of Arts in counseling program is a 60 semester hour CACREP-accredited <http://www.cacrep.org/>

Clinical Community Mental Health Counseling program designed for men and women with busy lives.

Our students are working individuals who need to balance work or family while returning to school. Some commute from Roanoke, Winchester, Charlottesville and Washington D.C. to participate in our program's cohort model and experiential training.

The two-day back-to-back course schedule (usually Tuesday/Wednesday or Wednesday/Thursday) during the academic year was designed to accommodate even the busiest schedule.

Program highlights include:

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

Admissions

Application

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

- A completed Master of Arts in Counseling application https://my.emu.edu/ICS/Admissions/Graduate_Studies.jnz?portlet=Graduate_and_Professional_Studies_Application&screen=Display+Intro&screenType=next
- A non-refundable application fee of \$50.00.
- Official transcripts <http://emu.edu/cms-links/graduate-counseling/docs/transcript.pdf> from each college or university attended.
- Three letters of reference http://emu.edu/cms-links/graduate-counseling/docs/Reference_Form.pdf (at least two of which must be academic).
- **Statement of purpose** : write a narrative (1-3 pages) that describes your:
 1. academic/research interest and professional goals
 2. volunteer and professional experiences
 3. life experiences that have influenced your view of compassionate service and social justice.

- **In addition to the requirements above, international applicants should submit the following information:**
 1. Nationality and country of birth (international applicants currently residing in the United States must indicate status with the U.S. Citizenship and Immigration Services)
 2. A completed International Student Sponsor Agreement. Please contact Amanda Williams at 540-432-4243 or amanda.k.williams@emu.edu for form and current costs.
- **For applicants whose native language is not English:**

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

Admissions timeline 2018

Application due: March 1st

Notification of Interview: TBA

Interview day: TBA

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

Degree requirements

MAC Curriculum and Course Information

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

***The Clinical Mental Health Counseling program at Eastern Mennonite University is accredited by the Council*

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

Curriculum Focus

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

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

Curriculum Details

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

Two year Curriculum Plan

60 semester hours total

FIRST YEAR

Fall Semester

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

COUN 508 Counseling Techniques (3 SH)

COUN 517 Human Growth & Development (3 SH)

COUN 547 Counseling Theories (3 SH)

Spring Semester

COUN 518 Integrated Counseling Process (3 SH)

COUN 527 Psychopathology (3SH)
 COUN 528 Practicum (3SH) – 100 hours field work
 COUN 567 Group Counseling (3SH)
 COUN 617 Counseling Children & Adolescents (2 SH)
 10 weeks
 Elective Course (1SH) 5 weeks (choose one)
 COUN 698 Mindfulness and Psychotherapy
 COUN 699 Topics in Psychoanalysis
 COUN 687 Expressive Arts

Summer Term

COUN 557 Assessment & Evaluation Procedures (3SH)
 COUN 587 Crisis Counseling (2SH)

SECOND YEAR

Fall Semester

COUN 536 Foundations in Research & Program
 Evaluation: Theory, Design, & Foundational Statistics (3 SH)
 COUN 607 Multicultural Counseling (3 SH)
 COUN 627 Marriage & Family Counseling (3 SH)
 COUN 509 Supervision and Consultation (3 SH)
 COUN 689 Internship I (3SH) – 600 total hours (2 semesters) field work

Spring Semester

COUN 537 Counseling Research & Program
 Evaluation (2 SH)
 COUN 510 Clinical Mental Health: History, Philosophy, and Trauma Studies (2 SH)
 COUN 637 Career Development (3 SH)
 COUN 690 Internship II (3 SH)
 COUN 697 Addictions Counseling (3 SH)

Co/prerequisites

Counseling Techniques, Theories, PIFE prerequisite for Practicum
 Counseling Techniques prerequisite for Integrated Counseling Process
 CRPE during last two semesters
 Admission to Internship prerequisite for Internship
 Practicum and Integrated Counseling Process are co-requisites
 Supervision and Consultation co-requisite for Internship

However, many find a three year curriculum plan helpful to integrative learning.

Three year Curriculum Plan*

61 semester hours total

FIRST YEAR

Fall Semester

COUN 507 Professional Identity, Function & Ethics (3SH)
 COUN 508 Counseling Techniques (3 SH)
 COUN 547 Counseling Theories (3SH)

Spring Semester

COUN 518 Integrated Counseling Process (3 SH)
 COUN 528 Practicum (3 SH) – 100 hours field work
 COUN 527 Psychopathology (3 SH)

Summer Term

COUN 557 Assessment & Evaluation Procedures (3 SH)
 COUN 587 Crisis Counseling (2 SH)

SECOND YEAR

Fall Semester

COUN 517 Human Growth & Development (3 SH)
 COUN 538 Skill Development (1 SH) – year long
 COUN 627 Marriage & Family Counseling (3 SH)
 COUN 607 Multicultural Counseling (3 SH)

Spring Semester

COUN 617 Counseling Children & Adolescents (2 SH)
 COUN 567 Group Counseling (3 SH)
 COUN 697 Addictions Counseling (3 SH)
 Elective Course (1 SH) 5 weeks (choose one)
 COUN 698 Mindfulness and Psychotherapy
 COUN 699 Topics in Psychoanalysis
 COUN 687 Expressive Arts

THIRD YEAR

Fall Semester

COUN 536 Foundations in Research & Program
 Evaluation: Theory, Design, & Foundational Statistics (3S H)
 COUN 509 Supervision and Consultation (3 SH)
 COUN 689 Internship I (3 SH) – 600 total hours (2 semesters) field work

Spring Semester

COUN 637 Career Development (3 SH)
 COUN 537 Counseling Research & Program

Evaluation (2 SH)

COUN 510 Clinical Mental Health: History, Philosophy, and Trauma Studies (2 SH)

COUN 690 Internship II (3 SH)

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

Co/prerequisites

Counseling Techniques, Theories, PIFE prerequisite for Practicum

Counseling Techniques prerequisite for Integrated Counseling Process

CRPE during last two semesters

Admission to Candidacy prerequisite for Internship

Practicum and Integrated Counseling Process are co-requisites

Supervision and Consultation co-requisite for Internship

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

Master of Arts in Counseling

Fall Semester 2017

August 29 - December 15

Tuesday	Wednesday	Thursday
8:30 - 11:10 COUN 627 - Marriage & Family Counseling (3SH) Haase/K. Koser, Discipleship Center & Labs	8:30 - 11:10 COUN 508 - Counseling Techniques (3SH) Early/Horst, Discipleship Ctr & Labs COUN 509 - Supervision & Consultation (3SH) Horst, SB003	8:30 - 11:10 COUN 507 - Professional Identity, Function & Ethics (3SH) Haase, SB003
11:00 - 12:00 Chapel		11:00 - 12:00 Chapel
Lunch	Lunch	Lunch
12:30 - 3:10 COUN 536 - Foundations in Research & Program Eval. (3SH) Hammond/Horst, SB003	12:30 - 2:30 COUN 689 - Internship I (3SH) Early/Haase, SB010/SB025 12:30 - 3:10 COUN 547 - Counseling Theories (3SH) Koser, SB003 2:50 - 5:30 pm COUN 607 - Multicultural Counseling (3SH) Hammond, Discipleship Ctr	12:30 - 3:10 COUN 517 - Human Growth & Development (3SH) Hammond, SB003

Master of Arts in Counseling

Spring Semester 2018

January 16 - May 3

Tuesday	Wednesday	Thursday
8:30 - 11:10 COUN 637 Career Development Horst, SB003	8:30 - 11:10 COUN 518 - Integrated Counseling Process Early/Horst, SB203 & Labs COUN 697 Addictions Counseling Koser, SB003	8:30 - 11:10 COUN 617 - Coun. Children & Adolescents Hammond, SB003 (10 week period) COUN - Elective (5 weeks) Instructor - Koser/Haase/Hammond, TBA
11:00 - 12:00 Chapel		11:00 - 12:00 Chapel
Lunch	Lunch	Lunch
12:30 - 3:10 COUN 510 - History, Philosophy & Trauma Studies Koser, SB003	12:30 - 2:30 COUN 690 - Internship II Early/Haase, SB010/SB025	12:30 - 2:00 COUN 528 Practicum A,B,C Hammond/Haase/Horst, TBA
3:30 - 5:30 COUN 537 - Counseling Res & Prog. Eval. Hammond/Horst, SB003	12:30 - 3:10 COUN 527 Psychopathology Hammond, SB203	2:30 - 5:10 COUN 567 - Group Counseling Koser, SB203

Course Descriptions

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

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

COUN 508 Counseling Techniques (3 SH)

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

COUN 509 Supervision and Consultation (3 SH)

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

COUN 510 Clinical Mental Health: History, Philosophy, and Trauma Studies (2 SH)

This course will outline and examine the historical roots

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

COUN 517 Human Growth and Developmental (3 SH)

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

COUN 518 Integrated Counseling Process (3 SH)

This course provides an overview of various approaches to working with clients emphasizing emotion theory and the role of empathic attunement in healing. Class sessions and readings will explore the interpersonal therapy process and demonstrate various ways to implement experiential techniques in therapy. Students will work to further define their theory and use this to apply a variety of counseling approaches and techniques. Each student will construct a research paper that integrates their theoretical approach with techniques, interventions and applicable counseling approaches. Class sessions will emphasize experiential exercises, technique based role-plays and skill enhancement group praxis. Students are encouraged to take risks and develop their personal style in applying experiential methods in treatment.

COUN 527 Psychopathology (3 SH)

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

Contemporary diagnostic and treatment issues will be critically reviewed.

COUN 528 Practicum (3 SH)

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

Prerequisites: COUN 507, COUN 508.

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

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

COUN 537 Counseling Research and Program Evaluation (3 SH)

A review of the research methods used in counseling. Included are experiences in searching research literature databases, understanding basic statistics and using statistical software, planning research, and communicating research findings. Includes a *community action project*, implementing and assessing a prevention project, an advocacy project, or a counseling outreach project. A written paper and presentation of the community action project is presented to faculty and peers in a spring semester conference.

COUN 538 Skill Development (1 SH)

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

COUN 542 Psychology of Religious Experience (3 SH)

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

individual and corporate dimensions of religious/spiritual/faith experience will be analyzed.

COUN 547 Counseling Theories (3 SH)

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

COUN 557 Assessment and Evaluation Procedures (3 SH)

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

COUN 567 Group Counseling (3 SH)

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

COUN 577 Spirituality & Religion in Counseling (1 SH)

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

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

COUN 587 Crisis Counseling (3 SH)

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

COUN 607 Multicultural Counseling (3 SH)

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

COUN 617 Counseling Children and Adolescents (1 SH)

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

COUN 627 Marriage and Family Counseling (3 SH)

This course provides an overview of marital and family counseling from a systems perspective. A survey of the predominant systems theories essential in working with couples and families will be presented. Special emphasis is given to evidence based treatments and the

current research on attachment theory and the role of attachment in couple and family distress. Students will become familiar with attachment issues, working from an emotion focused perspective and gain proficiency in assessment and intervention. Students will engage in learning exercises and role-plays in order to facilitate application of course content. Each student will construct a personal family genogram and engage in analyzing their family using a systems approach and use case conceptualization and treatment planning from various theories.

COUN 637 Career Development (3 SH)

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

COUN 677 Independent Studies Arr.

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

COUN 687 Expressive Therapies (2 SH)

This course is an experiential introduction to the creative process in counseling. Participants will be invited to explore the literal and figurative context in which creativity emerges, will identify through the use of metaphor, imagery, and poetry the power of creative expression, and will find ample opportunity to discuss, reflect, and process with peers. Instructor will be drawing on a range of literature and clinical practice.

COUN 689/690 Internship (3 SH)

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

COUN 697 Addictions Counseling (3 SH)

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

COUN 698 Mindfulness & Psychotherapy (1 SH)

This course will provide a comprehensive survey of mindfulness and meditation and their applications in a wide range of counseling modalities and populations, including children, adolescents, and adults. The course will be built on three primary pillars: personal practice of mindfulness and meditation, an understanding of the applications and populations with which one can use mindfulness and meditation in therapy, and application through enactments and role play. Students participating in this course can expect to gain a breadth of mindfulness and meditation practices for use in therapy as well as exposure to the theory and research that supports these practices.

COUN 699 Topics in Psychoanalysis (1 SH)

After years of clinical work, and upon the publication of the *Studies on Hysteria* in 1895, Freud had formulated the very bedrock of his new “psycho-analysis:” The constitutive role of sexuality in the formation of the subject, as well as the symptoms from which they suffer. It was this inescapable conclusion that separated, and continues to separate psychoanalysis from any other discourse. In 1905, nearly six years after *The Interpretation of Dreams*, Freud brought sexuality squarely into view and drafted, *Three Essays on a Theory*

of Sexuality. The publication was his treatise on the uniquely psychoanalytic theory of human sexuality, and he would return to it repeatedly – as so often happens in sexual life – throughout the rest of his career. In the maelstrom that was the psychoanalytic field at the time of his work, Lacan continued to emphasize sexuality – among other fundamentals – as he contributed to the elaboration of the Freudian field. For Lacan, as it was for Freud, psychoanalysis is all about human sexuality, its particularities, and its effects. In this class, we will explore the importance of sexuality in psychoanalysis, and we will discuss the role this has on the direction of the treatment. We will engage in a close reading of some of Freud’s texts, as well as Lacan’s.

PAX 533 Analysis: Understanding Conflict 3 (program elective)

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

Curriculum Plan

2017-18 MAC Program Calendar

Fall 2017

August 29	Fall semester classes begin *COUN 627 Marriage & Family *COUN 536 Foundations in Research & Program Evaluation
August 30	Fall semester classes begin *COUN 508 Counseling Techniques *COUN 509 Supervision & Consultation *COUN 689 Internship I *COUN 547 Counseling Theories *COUN 607 Multicultural
August 31	Fall semester classes begin *COUN 507 Professional Identity, Function & Ethics *COUN 517 Human Growth & Development

October 20-24	Fall Break
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November 6	MAC Open House (4:30-6:00)
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November 9	No classes (VCA)
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November 22-27	Thanksgiving Break
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November 28	Classes resume
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December 11	Last week of classes
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Spring 2018

January 16	Spring semester classes begin *COUN 637 Career Development *COUN 510 Clinical Mental Health: History, Philosophy, and Trauma Studies *COUN 537 Counseling Research & Program Eval
January 17	Spring semester classes begin *COUN 518 ICP *COUN 527 Psychopathology *COUN 697 Addictions Counseling *COUN 690 Internship II
January 18	Spring semester classes begin *COUN 617 Counseling Children & Adolescents (10 weeks) *COUN 567 Group Counseling *COUN 528 Practicum

February - TBA	ASIST Training
March 2-9	Spring break
March 30-April 2	Easter Recess
April 5	Spring semester elective courses begin
May 3	Last day of classes
May 5	Commissioning Service
May 6	100th Annual Commencement Service

Academic Policies

Philosophy

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

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

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

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

Counselor Formation

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

The performance of the student through this counselor formation process forms the basis on which the faculty

assesses the level of character and competency required for admission to internship and nomination for graduation. These expectations are further defined in the following list of over-arching student objectives.

Program Objectives

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

1. Be prepared academically and possess the requisite clinical and professional skills to begin work as Resident in Counseling (the name given to the graduate completing supervision hours before licensure) toward professional counseling licensure;
2. Meet program expectations in the areas of professional responsibility, theoretical and procedural knowledge, and personal and professional development; be an informed member of the relevant professional organization(s);
3. Utilize self-examination and supervision effectively to improve counseling effectiveness; and
4. Have internalized and be able to articulate an effective and theoretically grounded clinical mental health counselor identity; convey effective ways to take care of themselves in this difficult work, experiencing joy and a sense of purpose in their counseling calling.

Clinical Mental Health Counseling

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

The Council for the Accreditation of Counseling and

Related Educational Programs (CACREP) is the national accrediting body for professional counseling. To be accredited a program must demonstrate high standards in a wide variety of programmatic areas. www.cacrep.org

Coursework

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

Curriculum plans may be found in this handbook. For students doing the degree in two years, very little to no deviation from these plans is possible. The two-year program is very demanding: students planning a two-year program should have the financial resources to permit full-time study, and have a high degree of emotional maturity. Students extending their studies to three or more years should work with a faculty advisor to plan a personalized course of study. Students on a three year or longer plan are required to register for a 1 SH Skill Development course in the year that they are not in practicum or internship. This will increase the credits required for graduation to 61 SH.

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

Endorsement and Recommendation Policy

The Eastern Mennonite University M.A. in Counseling program will only recommend and/or endorse students and graduates for employment or credentialing for positions for which they were trained.

Program endorsement for LPC licensure in any state

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

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

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

Writing Standards

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

The graduate programs of the university have also formulated standard guidelines for quality graduate student writing, which serve as a reference point for professors' grading of written work. <https://emu.edu/writing-program/>

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

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

Professional Development Advising

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

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

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

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

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

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

Academic Advising

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

Procedures

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

The student should normally have met all requirements for admission to internship upon completion of 30

graduate credits. Admission to internship is required for work in the program beyond 36 semester hours.

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

While we value the importance of academic success and a solid grasp of concept and theory, we also feel that fostering personal growth and attending to personal characteristics is equally important and crucial to the formation of competent counselors. As stated in the *Journal of Counseling & Development*, the qualities that comprise competent counselors include, “emotional security, sincerity, extroversion, positive self-concept, patience, interpersonal competence, openness to professional self-development, understanding, goodwill, recognition, acceptance of one’s personal power, a willingness to be open, self-respect, and a sense of humor” (Duba, Paez, & Kindsvatter, 2010, p.155). We therefore not only assist students with academic skills, but also address interpersonal dynamics and incongruencies as they relate to a student’s work with others in the program and to their clinical work.

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

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

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

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

Admission to Internship Procedures

The following schedule applies to students completing

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

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

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

The Admission to Internship Letter of Readiness can be found here:

http://emu.edu/cms-links/graduate-counseling/docs/Admission_to_Internship_Letter_of_Readiness_2017.pdf

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

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

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

6. In case of a deferred decision or potential denial of admission to internship, the faculty will devise further

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

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

Personal and Professional Development Activities

Personal Counseling

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

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

Professional Development

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

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

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

Other Professional Development Opportunities

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

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

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

Counselor Formation Assessment

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

The distinction between formative and summative assessment is important to understanding the process of counselor formation development. Formative assessment refers to the feedback to the student that is designed to foster awareness and growth, to give

support and encouragement. This formative assessment is the most frequent type of assessment the student will experience. Summative assessment, on the other hand, is an assessment of achievement, with an outcome consequence. Course grades, admission to internship, and approval to implement a Community Action Project are examples of summative assessment.

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

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

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

Coursework

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

Student self-evaluation

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

invited to engage in extensive self-awareness projects in many courses.

Writing and presentation assessment

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

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

Other opportunities for professional presentations exist in classroom guidance, various educational group-work, and conference presentations.

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

Clinical assessment – supervisor evaluation

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

The Counselor Assessment Scale (pdf) http://emu.edu/cms-links/graduate-counseling/docs/Assessment_Summary_Template.pdf is used by the faculty as a summary assessment instrument of performance in the clinical setting.

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

It is important to explicitly recognize that a high percentage of the criteria students are assessed on

go beyond academic performance, and address the personality and character of the counselor. While we value the importance of academic success and a solid grasp of concept and theory, we also feel that fostering personal growth and attending to personal characteristics are equally important and crucial to the formation of competent counselors. As stated in the *Journal of Counseling & Development*, the qualities that comprise competent counselors include, “emotional security, sincerity, extroversion, positive self-concept, patience, interpersonal competence, openness to professional self-development, understanding, goodwill, recognition, acceptance of one’s personal power, a willingness to be open, self-respect, and a sense of humor” (Duba, Paez, & Kindsvatter, 2010, p.155). We therefore not only assist students with academic skills, but also address interpersonal dynamics and incongruencies as they relate to work with others in the program and to clinical work.

Student competency to practice

Counselor education programs have an ethical and legal obligation to assess student competency to practice, and to remediate or sanction impaired student counselors. The ACA Code of Ethics mandates that counselor educators and supervisors monitor student progress in the areas of both professional and personal development. CACREP standards state that it is the responsibility of faculty to counsel out students who are inappropriate for the profession. The **Student Competency to Practice (pdf)** http://emu.edu/cms-links/graduate-counseling/docs/Student_Competency_to_Practice.pdf policy details how the program fulfills this responsibility.

Mastery Competency Portfolio

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

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

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

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

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

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

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

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

Competencies Checklist

emu.edu/cms-links/graduate-counseling/docs/Competencies_Checklist_2016a.pdf

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

Mastery Competency Portfolio Timeline

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

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

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

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

Program Evaluation

Student Evaluation of the Program

The Master of Arts in Counseling program places a high priority on nurturing and mentoring students as they become professional peers, and helping students evaluate other students as professional peers. With these goals in mind, we value collegial relationships with students. This perspective is shared with students at orientation in discussion of how we understand students' identity and relationship to faculty – we ask our students to think of the relationship not so much as a typical student – teacher relationship but as a professional work relationship, where the faculty are professional colleagues and supervisors.

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

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

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

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

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

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

Supervisor Program Evaluation

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

Faculty and Staff Program Evaluation

Faculty and staff evaluate the program in an ongoing way through regular review of curriculum, both during weekly faculty meetings and in curriculum work retreats. The clinical instruction focus of the program is evaluated in faculty meetings, through annual reviews of the various evaluation results described above, through more

focused review of the three year survey of supervisors, graduates, and employers, and during SACS (Southern Association of Colleges and Schools) and CACREP reviews.

External Program Evaluation

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

Counseling Suite and Equipment

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

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

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

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

Audiovisual Confidentiality

With regard to the use of recordings, please consider the

following as our program policy on confidentiality:

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

Building & classroom rules

Animal policy

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

Allergies

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

Cell phones & laptops

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

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

Masters of Science in Nursing

About

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

What is unique about EMU's MSN Program?

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

You'll be part of a community of adult learners collaborating and finding strategic ways to improve the healthcare system. Many students, part time or full time, earn a majority of the required 250 clinical hours in their own work setting!

Admissions

Application process

A completed application includes all of the following:

- EMU MS in nursing application submitted online emu.edu/graduate-and-professional-studies/apply/
- Non-refundable application fee of \$50 paid online
- Two reference forms – one from an employer and one academic – submitted online
- Official transcripts from each college or university

attended. Transcripts should be sent to:
Eastern Mennonite University
Attn: MSN Program
1200 Park Road
Harrisonburg VA 22802

MSN Leadership and Management deadlines

May 15 is the deadline for submission of all application materials, with final decision of admissions by June 1. The program begins with a 1 semester hour course in August including a mandatory day and a half orientation, in late July/early August, at the Harrisonburg, Virginia, campus. (See calendar below for dates.)

Application

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

MSN Leadership and School Nurse deadlines

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

Academic Year 2017 – 2018 Key Dates

July 28 & 29, 2017	Mandatory Orientation at Harrisonburg, VA site for new MSN - Leadership & Management Students
August 28, 2017	Fall semester classes begin
January 9, 2018	Spring semester classes begin
May 18 & 19, 2018	Mandatory Orientation at Lancaster, PA site for new School Nurse Certificate Students
May 5, 2018	Baccalaureate
May 6, 2018	100th annual commencement

Application requirements

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

Additional application requirements for MSN Leadership & School Nurse applicants

- Current licensure as a registered nurse in Pennsylvania with 2000 hours of experience
- Proof of current:
 - CPR certification - Healthcare Provider
 - Immunizations and tuberculin testing
 - Liability insurance
- Documentation of current:
 - ACT 151 criminal history check
 - 114 FBI clearance, including fingerprinting
 - ACT 34 child abuse clearance forms
- Visit the Pennsylvania Department of Education website for details. website for details on school nurse certification. www.education.pa.gov/

Curriculum

Leadership and Management Concentration

Overview

Nursing is rapidly evolving as a profession along with health care in general. Graduates of a master of science in nursing leadership and management program will find jobs in the following areas:

- Unit managers in hospitals
- Supervisors or directors in public health, long term care or other agencies
- Specific roles in institution- such as safety, infection control or patient education
- College level teaching in nursing at an associate or baccalaureate level. If at the baccalaureate level, you will need to consider a PhD or DNP in the future.

Curriculum (Full-Time)

Year one

Summer

NURS 501 Introduction, Sacred Covenant Conceptual Framework (1 SH)

Fall

NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing (3 SH)

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

Spring

NURS 515 Health Care Delivery System (3 SH)

NURS 628 Systems Approach to Organizational Behavior (3 SH)

Summer

NURS 626 Managing in a Complex Environment (3 SH)

NURS 512 Knowledge Development: Epidemiology and Informatics (3 SH)

Year two

Fall

NURS 511 Translational Scholarship for Evidenced Based Practice (3 SH)

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

Spring

NURS 620 Safety, Risk Reduction, and Quality Care (4 SH)

NURS 629 Instructional Methodologies Nurse Leaders (2 SH)

Summer

NURS 622 Nursing Administration Finance (2 SH)

NURS 630 Leadership Project (4 SH)

TOTAL SH 37

NOTE: For both full-time and part-time students, NURS511 is a prerequisite to NURS620 which is a prerequisite to NURS630. In addition, these courses must be taken sequentially in the student's last year in the program. Finally, all work must be completed before one is eligible for enrollment in NURS 630.

Curriculum (Part-Time)

Year one

Summer

NURS 501 Introduction, Sacred Covenant
Conceptual Framework (1 SH)

Fall

NURS 510 Historical, Philosophical and
Theoretical Foundations of Nursing (3 SH)

Spring

NURS 515 Health Care Delivery System (3
SH)

Summer

NURS 626 Managing in a Complex
Environment (3 SH)

Year two

Fall

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

Spring

NURS 628 Systems Approach to
Organizational Behavior (3 SH)

Summer

NURS 512 Knowledge Development:
Epidemiology and Infomatics (3 SH)

Year three

Fall

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

Spring

NURS 629 Instructional Methodologies
Nurse Leaders (2 SH)

Summer

NURS 622 Nursing Administration Finance (2)
SH

Year four

Fall

NURS 511 Translational Scholarship for
Evidenced Based Practice (3 SH)

Spring

NURS 620 Safety, Risk Reduction, and
Quality Care (4 SH)

Summer

NURS 630 Leadership Project (4 SH)

TOTAL SH 37

Leadership and School Nursing Concentration

Overview

The program is consistent with current Pennsylvania state and national school nurse standards and guidelines. It focuses on health care management for school-aged children and is designed to prepare registered nurses to meet the health needs of children of all ages in diverse school settings. Graduates of this program meet the requirements for a Pennsylvania certificate as a Level I Educational Specialist-School Nurse. However, school nurses from states other than Pennsylvania will find the program beneficial as well.

Graduates of a Master of Science in leadership and school nurse concentration will find jobs in the following areas:

- School and camp settings.
- Supervisors or directors in public health, or other agencies.
- College level teaching in nursing at an associate or baccalaureate level. If at the baccalaureate level, you will need to consider a PhD or DNP in the future.

Curriculum (Full-Time)

Year one

Summer

*NURS 504 School Nursing: Legal Mandates
(3 SH)

*EDDS 601 Advocacy Issues Within Special
Education (3 SH)

NURS 501 Introduction, Sacred Covenant
Conceptual Framework (1 SH)

Fall

NURS 510 Historical, Philosophical and
Theoretical Foundations of Nursing (3 SH)

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

Spring

EDCC 531 Social & Ethical Issues in Education (3 SH)

*NURS 506 School Nursing Practicum (3 SH)

Year two

Summer

EDDA 631 Research in Risk and Resiliency (3 SH)

EDCC 521 Peacebuilding & Conflict Resolution (3 SH)

Fall

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

NURS 511 Translational Scholarship for Evidenced Based Practice (3 SH)

Spring

NURS 620 Safety, Risk Reduction, and Quality Care (4 SH)

NURS 628 Systems Approach to Organizational Behavior (3 SH)

Summer

NURS 630 Leadership Project (4 SH)

Total Credit Hours: 38 or 39

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

NOTE: For both full-time and part-time students, NURS511 is a prerequisite to NURS620 which is a prerequisite to NURS630. In addition, these courses must be taken sequentially in the student's last year in the program. Finally, all work must be completed before one is eligible for enrollment in NURS630.

Curriculum (Part-Time)

Year one

Summer

*NURS 504 School Nursing: Legal Mandates (3 SH)

NURS 501 Introduction, Sacred Covenant Conceptual Framework (1 SH)

Fall

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

Spring

*NURS 506 School Nursing: Clinical Practicum (3 SH)

Year two

Summer

*EDDS 601 Advocacy Issues Within Special Education (3 SH)

Fall

NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing (3 SH)

Spring

EDCC 531 Social & Ethical Issues in Education (3 SH)

Year three

Summer

EDDA 631 Research in Risk & Resiliency (3 SH)

Fall

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

Spring

NURS 628 Systems Approach to Organizational Behavior (3 SH)

Year four

Summer

EDCC 521 Peacebuilding & Conflict Resolution (3 SH)

Fall

NURS 511 Translational Scholarship for Evidence Based Practice (3 SH)

Spring

NURS 620 Safety, Risk Reduction and Quality Care (4 SH)

Summer

NURS 630 Leadership Project (4 SH)

Total SH: 38 or 39

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

Degree Requirements

Curriculum (Full time)

Year one

Summer

NURS 501 Introduction, Sacred Covenant
Conceptual Framework (1 SH)

Fall

NURS 510 Historical, Philosophical and
Theoretical Foundations of Nursing (3 SH)

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

Spring

NURS 515 Health Care Delivery System (3
SH)

NURS 628 Systems Approach to
Organizational Behavior (3 SH)

Summer

NURS 626 Managing in a Complex
Environment (3 SH)

NURS 512 Knowledge Development:
Epidemiology and Infomatics (3 SH)

Year two

Fall

NURS 511 Translational Scholarship for
Evidenced Based Practice (3 SH)

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

Spring

NURS 620 Safety, Risk Reduction, and
Quality Care (4 SH)

NURS 629 Instructional Methodologies
Nurse Leaders (2 SH)

Summer

NURS 622 Nursing Administration Finance
(2 SH)

NURS 630 Leadership Project (4 SH)

Total SH: 37

Calendar

2017-2018 MSN Program Calendar

Fall 2017

Aug 28	Fall semester begins
	NURS503 Practice Skills for Conflict Transformation
	NURS510 Historical, Philosophical and Theoretical Foundations of Nursing
	NURS511 Translational Scholarship for Evidence Based Practice
	NURS516 Application of Legal and Ethical Principals to Health Care
Nov 23 & 24	Thanksgiving recess
Dec 15	Last day of Fall semester

Spring 2018

Jan 9	Spring semester begins
	NURS515 The Health Care Delivery System
	NURS620 Safety, Risk Reduction and Quality Care
	NURS628 Systems Approach to Organizational Behavior
	NURS629 Instructional Methodologies Nurse Leaders
	EDCC531 Social and Ethical Issues in Education

2018 Commencement

May 3	Last day of Spring semester
May 5	Baccalaureate
May 6	100th Annual Commencement

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

2017-18 School Nurse Certificate Program Calendar

Fall 2017

August 28	Fall semester begins
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NURS 505 School Nursing Theory and
Diverse Learners

December 15 Last day of Fall semester

Spring 2018

January 9 Spring semester begins

NURS 506 School Nursing Practicum

May 2 Last day of Spring semester

Summer 2018

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

Courses

NURS 501 Conceptual Framework for Sacred Covenant (1 SH)

This one semester hour course is an introduction to the cohort as a community of learners, to master's level education, and to the conceptual framework of the program. Engagement with the approaches to leadership in nursing from an Anabaptist –Mennonite framework will enable the student to incorporate distributive justice, social justice, and relational justice into their practice. Cohort members will deepen effective communication strategies. We will discuss the logistics of an online educational model along with the procedures and policies of the program. Class members will develop a plan for lifelong learning. Expectations and tools for graduate level writing and study will be reviewed.

NURS 510 Historical, Philosophical and Theoretical Foundations of Nursing (3 SH)

This course focuses on establishing emotionally intelligent nursing professionalism as a basis for fostering leadership within both the nursing profession and society. In considering aims for personal growth, students will evaluate the ways in which nurse theorists and other historical leaders role modeled professionalism and intelligent interpersonal and inter-professional relationships. Specific attention will be paid to the means through which nurses can advance the profession of nursing individually and collectively.

NURS 516 Applications of Legal & Ethical Principles to Healthcare Management (3 SH)

This course examines legal and ethical issues nursing and other health care managers negotiate as they manage the delivery of health care. Themes throughout the

course include the manager as the steward of ethics and the importance of ethical awareness for all staff and staff inclusion in ethical decision making. The use of an organizational ethics committee will be practiced utilizing an ethical decision-making model which focuses on the importance of organizational values/mission, personal ethics, professional standards, and evidence-based decision-making. The influence of faith-based values on ethical decision-making will be outlined with students expected to identify and reflect how their own personal values shape their ethical positions. The context of the ethical response of management to medical errors and malpractice claims also will be examined. Multiple case studies that reflect these issues will be used to engage the students in decision-making regarding an appropriate managerial response.

NURS 515 Health Care for Practice & Advocacy (3 SH)

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

NURS 511 Translational Scholarship for Evidence-Based Practice (3 SH)

This course is designed to allow the learner to critically appraise research in order to translate current evidence into practice. Attention will be given to issues of research ethics, practice concerns, diverse populations and identifying gaps in evidence. The learners will investigate the role of the nurse leader in making the case for evidence-based practice. Learners will examine barriers to EBP, assess and work toward change as necessary to implement EBP, learn how to prepare staff for EBP, develop a structure for EPB, determine resources needed for EBP, and use technology for EBP.

NURS 503/PAX503 Practice Skills for Conflict Transformation (3 SH)

This course focuses on understanding conflict, and on the roles, skills, strategies, processes and personal awareness needed for reflective leaders/practitioners facilitating conflict transformation in interpersonal and small group settings. Participants will be asked to consider their personal responses to conflict and their professional roles and responsibilities in relation to conflict. The course will include an overview of

basic processes of conflict transformation including negotiation, mediation, group facilitation, and circle processes among others. Students will practice/evaluate the skills of listening, issue identification, appreciative inquiry, nonviolent communication, methods for structuring conversation in group settings, and awareness of the impact of self on others. The course is delivered through online discussions, reading, case studies, and an on-campus component with interactive activities and role plays.

NURS 512 Knowledge Development: Informatics, Epidemiology and Outcomes (3 SH)

This course combines concepts from Epidemiology and Informatics in a manner that allows the student to simultaneously apply content from both areas in an ongoing case study. Students will develop competence in the application of epidemiological tools and processes such as surveillance, incidence and prevalence, mapping and risk to chronic or infectious disease conditions. An ecosocial approach to causality is explored. Students will demonstrate competence in use of data tools, databases, and interdisciplinary communication systems. The application of informatics technology to enhance outcomes on individual, group and population levels within an ethical framework is a major focus. Students will comprehend how knowledge is acquired, processed, generated, and disseminated.

NURS 626 Managing in the Complex Healthcare Environment (3 SH)

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

NURS 628 Organizational Behavior (3 SH)

All organizations are organic, interconnected systems

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

NURS 620 Safety, Risk Reduction, and Quality Care (4 SH)

This course examines issues of safety, risk reduction and quality of care in health care, 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 three sections. The first five weeks examines the principles and methods for quality and safety as well as how organizations respond to safety issues. The second section reviews the science and application of science for quality improvement as a preventive process. The final section covers a variety of other issues related to quality and safety 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 Advisory. Once approved, this project will be implemented in the subsequent NURS 630 course during the following summer.

NURS 622 Nursing Administration Finance (2 SH)

This course equips master's students with tools and methods for financial management, analysis, and allotment of resources from a stewardship perspective. The focus is on the management of healthcare resources from a nursing and stewardship perspective. Primary emphasis is placed on gaining understanding of the healthcare reimbursement system, allocation of resources at the organizational and unit level, role of nursing in budget development and financial management, and the effect of resource management on access to care for the individual and community.

NURS 629 Instructional Methodologies for Nurse Leaders (2 SH)

The aim of this course is for the nurse leader to develop a working knowledge of principles of instructional design that can be applied to the development of education for individuals or groups of patients, nursing staff or other members of the health care team. The practical demands of diverse audiences and inter-professional communication will be considered. Learners will explore principles of teaching and learning including theories of adult learning. Information and communication technologies as a means to delivery education will be explored. Learners will design, implement and evaluate a final teaching project within their work context.

NURS 630 Leadership Project (4 SH)

This course integrates master's prepared executive skills with the challenge of implementing a change process in a new role or setting. In addition to participating in discussion forums, the course involves literature review and reading, reflective and scholarly writing, and leading and evaluating a quality improvement project. The student will partner with a nurse-leader preceptor to implement a change project at either a higher level within the organization than the student's current practice level, in a different setting than their current role or setting, or in a multidisciplinary setting. Working with the faculty and preceptor to apply content and approaches studied during the MSN program, all projects must include a system change with analysis of the system and ethical challenges, consideration of primary, secondary, and tertiary strategies to accomplish projected outcomes, interpretation of the financial impact of the project, evaluation of potential social, distributive and interactional justice issues, and integration of the nurse's voice throughout the progression of the project.

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.

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

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

NURS 506: School Nursing: Practicum (3 SH)

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

EDCC 521: Peacebuilding & Conflict Resolution (3 SH)

This course is an introduction to the theories and processes of conflict transformation and peacebuilding within educational and/or counseling contexts. Creating a culture of peace in education goes beyond solving problems. The goal is to nurture peaceful, just and caring relationships within communities. As such, educators, nurses and counselors will examine educational systems and relational literacy approaches, as well as their own personal beliefs, conflict resolution style(s), relationships, communication skills, curriculum and instructional strategies, discipline systems and classroom organization processes. Participants will learn restorative teaching approaches and conflict resolution strategies and develop culturally sensitive peace curricula (modeling integrated, infused, or direct instruction) for specific classroom, clinical or community settings.

EDDA 631: Research in Risk and Resiliency (3 SH)

This course examines the research-base for understanding risk and resiliency and explores protective factors within the child, family and community that nurture resilience and mitigate risk factors. Participants will become conversant on research related to risk factors and at-risk populations, as well as, gain insight regarding politics and social structures that facilitate or impede the resiliency of at-risk learners. Tools that identify and assess interventions designed to assess resiliency will be utilized. Focus is placed on case studies, review of the research literature, and demographic studies of adolescents and communities. Participants will engage in research, review literature, and participate in on-line discussions to reflect on the changing world of today's adolescent and ways to build resiliency in educational and community settings.

EDCC 531: Social & Ethical Issues in Education (3 SH)

This course examines historical, sociological, philosophical, ethical, legal, and multicultural issues in education. The course is designed to further equip you as a decision maker and leader in educational settings. Special attention is given to discussion of how public policy in education is shaped by the community's social and ethical concerns.

MA Interdisciplinary Studies

About

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

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

Program Description

Interdisciplinary Studies Program Highlights

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

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

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

MAIS Admissions Criteria

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

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

Program Calendar

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

- Center for Justice & Peacebuilding calendar <https://emu.edu/cjp/grad/course-practicum-info/#prog-sched>
- MA in biomedicine calendar emu.edu/ma-biomed/current/academic-calendar/
- MA in counseling calendar emu.edu/cms-links/graduate-counseling/docs/Website_Program_Calendar.pdf
- MA in education calendar emu.edu/maed/calendar/
- MA in healthcare management calendar emu.edu/healthcare-management/current-students/academic-calendar/
- MA in organizational leadership calendar emu.edu/ma-in-organizational-leadership/2016-17-program-calendar/
- MBA calendar emu.edu/mba/calendar/

- MS in nursing calenda.emu.edu/msn/current-students/2016-2017-msn-program-calendar/

Program Policies

1. The name of the degree listed on the transcript will be MA in Interdisciplinary Studies. In addition, students will choose one or two areas of specialization from the graduate programs of study.
2. Students are admitted to the Master of Arts in Interdisciplinary Studies program by the MAIS Admissions Committee consisting of the MAIS Program Director, the Program Director of the student's primary program of study, and the Program Director of the secondary program of study. The course plan must include a minimum of 12 SH and a maximum of 18 SH from the Primary program and a minimum of 9 SH and a maximum of 12 SH from the Secondary program. A coherently designed plan that does not follow these guidelines is an additional option but will need Graduate Dean approval. In this case the admissions committee will consist of the MAIS Program Director, the Program Director of the student's primary program of study, and the Graduate Dean. This policy regarding credits in the course plan and the Admissions Committee will be reviewed annually.
3. The proposal for individualized study must come through the MAIS Program Director. Admission in the program is contingent on a "MAIS Course Plan Schedule" being developed by the student and the MAIS Program Director. The "MAIS Course Plan Schedule" must then be approved and signed by each member of the MAIS Admissions Committee. The MAIS Program Director is responsible to oversee consultation between the graduate programs included in the course of study.
4. Once the plan of study is completed, assuming all other admission criteria are met (See below for admission criteria), the MAIS Program Director sends the applicant a letter of acceptance. The Primary Program Director will provide on-going advising throughout the student's enrollment.
5. The MAIS degree must include a minimum of 36 semester hours of graduate level work. Prerequisite courses may be negotiated within the proposed course of study. Such courses do not count toward the 36 SH degree requirements.
6. An individualized program can be designed for any area that is mutually agreed upon by the MAIS Program Director, the sponsoring graduate departments, and the student.
7. The MAIS Program Director will oversee the development of a set of core student specific competencies, such as research skills, and ethical reasoning, that will be expected to be met within the MAIS degree.
8. Students may request to transfer credits from other regionally accredited colleges or universities based on the credit transfer policy of their "primary graduate program." A transfer of credit request form must be completed. Requests for transfer credit should be directed to the MAIS Program Director and will be considered on a course by course basis.
9. The degree must include some capstone or thesis project. Such a project can satisfy up to 6 hours of the degree.
10. MAIS students are subject to all the policies of the School for Graduate and Professional Studies.
11. Given an approved course of study, MAIS students have the same access to those courses within a program as other degree students within that program.
12. The cost of the degree will include an individualized master's fee of \$100 paid to the Graduate Dean's Office. The fee is to cover individualized advising and other overhead associated with managing the individualized course of study. The MAIS student will be responsible for any additional fees associated with the primary program. In addition there will be a \$50 application fee that will also be paid to the Graduate Dean's Office.
13. Tuition will be the charge per course of the program in which the course is taken.
14. A Graduate Certificate may not be earned within the MAIS degree; no more than six (6) SH may be transferred in from the MAIS degree toward a Graduate Certificate.

MA in Organizational Leadership

About

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

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

Reading, writing, guided reflection on your current and past practices, and group and individual projects are key components of the program. A one-on-one mentoring relationship with an established business leader is integral to the second year's study.

Admission criteria include a bachelor's degree from an accredited institution with a cumulative GPA of at least 2.5, two years work experience with supervision or significant collaborative responsibility, two letters of reference, and an interview with the program director which includes an on-site writing assessment. Learn more about applying to the MA in Organizational Leadership program!

<https://emu.edu/ma-in-organizational-leadership/apply/>

Which degree? MA in organizational leadership or MBA?

What's the difference between a master of business administration and a master of organizational leadership? The MBA and MA in organizational leadership share core values and many courses. MBA students pursue a track focused on quantitative skills where the MA in organizational leadership develops more of a focus on inter-personal skills. EMU offers an excellent master of business administration.

emu.edu/mba/

Employer assistance

Cost for the entire program is around \$21,000. Many area employers recognize the value of an EMU education for their employees, particularly in the field of leadership development. Contact EMU's MA in organizational leadership program administrators for their help in exploring an employee assistance package with your employer, if your HR department doesn't already have one. <https://emu.edu/ma-in-organizational-leadership/contact-us/>

Admissions

Application

Rolling admission with applications accepted at any time.

Admission Process and Criteria

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

A completed MA in organizational leadership application with a non-refundable \$50 application fee.

https://my.emu.edu/ICS/Admissions/Graduate_Studies.jnz?portlet=Graduate_and_Professional_Studies_Application&formid=116

1. Official transcripts listing all college or university courses taken.
2. Two letters of reference from people who are in a position to judge your potential as a graduate student. At least one reference should come from an employer.
3. Applicants must hold a bachelor's degree from an accredited institution with a cumulative GPA of at least 2.5 on a 4.0 scale.
4. Applicants must provide documentation of having had two years of work experience with supervision or significant collaborative responsibilities.
5. Applicants must arrange a personal interview with the director of the MA in organizational leadership program and complete the writing assessment.

Courses

MBA 510: Leadership & Management for the Common Good (3 SH)

Students will study contemporary and forecasted societal stresses—from community level to global—and learn of the critical role of organizations in both contributing toward, and helping to mitigate, these stresses broadly classified as ecological, social, and economic. Students will then learn a broad range of organizational leadership and management theories, styles, and practices to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

OLS 515: Introduction to Leadership Studies (3 SH)

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

MBA 530: Organizational Behavior (3 SH)

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

MBA 540: Managerial Finance and Accounting I (3 SH)

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

organizational decision-making based on financial, social, and ecological metrics.

MOL 510: Leadership Seminar (3 SH)

This course provides students with exposure to writings (both contemporary and classical) that address a wide variety of issues in leadership. The primary aim of the course is to offer students opportunities to engage in thought provoking and critical discussion of leadership issues.

MOL 541-542: Mentorship Program (2 SH)

Students will be paired with mentors from the business community to meet at least every other month during each semester. The pairs will be provided with questions to guide their discussions, but pairs are encouraged to discuss any leadership-related topic that students are experiencing at work or with regard to the program material. Students will collaborate with their mentors to develop a final project that summarizes their mentoring experience, or an aspect of the experience

PAX 615: Leading Organizational Change (3 SH)

Using a case study approach, this course engages students in role playing and teams to explore the challenges of leading organizational change through a variety of scenarios in for-profit, not-for-profit, and NGO settings. Students will focus on their own case studies as well as those provided by the instructor. (Prerequisite: Organizational Behavior)

OLS 665 Project Management and Grant Writing (3 SH)

This course will cover the basics of grant writing and standard project management practice. From finding applicable granting organizations, proposal writing, and accurate estimating through the launch of a project, team building, implementation, QA, and delivery this course will focus on non-profit funding and project delivery. This course will focus primarily on traditional project management but will also offer an introduction to Agile methodology project management. Core goals and objectives: At the end of the class students should have a clear understanding of the common steps that go into a good grant process, be able to analyze and adapt their project to the grant criteria, know what a good grant proposal consists of, and have a better understanding of the organizations offering grants in their fields of work or study. Students should also be familiar with the standard PMI project breakdown

structure, be able to understand and implement a project plan, be familiar with non-PMI project management processes and their associated benefits and pitfalls. Students should also be able to craft a project plan including everything from the initial charter to steps for proper closing of a project at the end of this course.

Core requirements: At the conclusion of the grant writing portion of the course students will submit (to the instructor) a fully prepared grant application based on a real-life project and meeting the criteria of the organization of their choosing. As part of this requirement students will also provide the appropriate information from the granting organization as to the requirements of the grant. **Presentation:** Students will give a short presentation on the granting organization they chose, why they chose that organization, and a brief summary of their project. **Analysis / Critique:** Post presentation students will prepare an analysis and critique of their proposal and granting organization choice based on their work and the work of their classmates. **Literature review:** During the course of the class students will review a recent popular or literary work on Project Management of their choosing. This review will consist of a short summary of the book, a detailed analysis of the salient points, processes, and/or recommendations of the book. Not to exceed 5 pages. **Project Plan:** At the conclusion of the class students will submit a fully formed project plan covering every aspect of their approved project from project charter to project closing documents. Generally speaking these documents are no shorter than 20 pages, and can be considerably longer than that. **Presentation:** During the last full class period each student will be expected to present their project plan to the class. Presentations will likely be time-limited and as such will focus on knowledge of the material and delivery of the “elevator pitch” more than on the depth of plan presented. **Online vs. traditional:** The course is a blended on/off line course with built-in asynchronous activities to engage students in the material.

OR

OLS 670 Project Management and Intrapreneurship (3 SH)

This course will cover the basics of standard project management practice with a focus on developing internal projects and programs. From the conceptualization of the idea, pitch, proposal through the launch of a project, team building, implementation,

QA, and delivery, this course will cover the whole lifecycle of Intrapreneurship practices. This course will focus on traditional project management but will also offer an introduction to Agile methodology project management.

Core goals and objectives: At the end of this course students should have an excellent grasp of the process of developing a new project or division within a company, the risks associated with doing so, and the challenges associated with financing these endeavors. Students will also be familiar with the standard PMI project breakdown structure, be able to understand and implement a project plan, be familiar with non-PMI project management processes and their associated benefits and pitfalls. Students should also be able to craft a project plan including everything from the initial charter to steps for proper closing of a project at the end of this course. **Core requirements:** During the course students will submit a complete proposal pitching their idea, explaining the organizational fit and function, providing a cost estimate, proposing funding options, and listing a detailed risk analysis of the proposal. **Presentation:** During the intrapreneurship portion of the course students will pitch their ideas to the class / instructor as well as take questions on their proposals. Clarity, brevity, and quality of the pitch will be evaluated. **Analysis / Critique:** Following the presentation students will submit a short analysis and critique of their pitch based on what questions were posed, what techniques their peers presented, and their overall presentation style. **Literature review:** During the course of the class students will review a recent popular or literary work on Project Management of their choosing. This review will consist of a short summary of the book, a detailed analysis of the salient points, processes, and/or recommendations of the book. Not to exceed 5 pages. **Project Plan:** At the conclusion of the class students will submit a fully formed project plan covering every aspect of their approved project from project charter to project closing documents. Generally speaking these documents are no shorter than 20 pages, and can be considerably longer than that. **Presentation:** During the last full class period each student will be expected to present their project plan to the class. Presentations will likely be time-limited and as such will focus on knowledge of the material and delivery of the “elevator pitch” more than on the depth of plan presented.

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

The focus of this course is skill development for working with others in the organization and outside the organization to accomplish shared goals. Topics include effective non-violent communication, the formation and development of teams, working with boards, appreciative inquiry, and interest-based negotiation.

**MOL 620: Transformative Leadership in Dynamic
Contexts (3 SH)**

This course explores the newest dimensions and challenges of leadership that strengthen and extend leadership skills through practice in rapidly changing and complex, diverse, multi- generational, multi-cultural and multi-dimensional systems, such as health care, government, education, non-governmental organizations and multi-national for-profit organizations.

Elective (3SH)

MBA

About

Organizations – and the people who manage and lead them – shape our world. People who understand and master good management and leadership skills increase their effectiveness and thus, their ability to shape our world. Our purpose is to build students' portfolio of management skills, leadership strengths, and stewardship strategies to enable our graduates, and their colleagues, to achieve greater success and to help shape our world.

EMU's mission and culture encompass the values of ethics, stewardship, and sustainability. Incorporating that culture and mission into the Master in Business Administration (MBA) curriculum means that EMU graduates are uniquely prepared to offer leadership with compassion, integrity, and the highest ethical standards.

The MBA program strengthens students' ability to analyze business situations and solve complex problems, as well as provide strategic direction to firms. Students will strengthen their management skills in accounting, economics, and financial management. Students will develop skills in team management, collaborative innovation, stewardship, and multi-cultural and global perspectives.

Programs of study

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

Designed with the working professional in mind, EMU MBA students typically join cohorts who take their core classes together one night a week. Classes are delivered in a variety of formats including lecture, case study, and group discussion. The program includes 8 prerequisite hours, and a 36 semester-hour core, including a 3-hour capstone course. The MBA is usually completed in two years.

In collaboration with the Graduate Program in Conflict Transformation, the MBA program offers a 15 semester hour graduate certificate in Nonprofit Leadership and Social Entrepreneurship. The certificate is intended for

students seeking highly pragmatic, as well as marketable, training.

<https://emu.edu/mba/nonprofit-certificate/>

The EMU difference

Consistent with EMU's purpose and core values, the EMU MBA program focuses on developing graduates' management skills, leadership strengths, and stewardship strategies that enable them to not only succeed as effective organizational leaders, but also to help shape the world.

Management Skills

The EMU MBA core program includes an array of courses that build analytical skills in business management. The program includes all the traditional MBA content areas of accounting, finance, economics, and operations research and also teaches the skills within the context of strong ethical behavior that focuses on profit, social good, and environmental sustainability.

Leadership Strengths

The EMU MBA core program includes many courses that build the qualitative skills necessary to lead in a changing environment, such as courses on comparative perspectives, systems approach to organizational behavior, and business policy and strategy. The program places strong emphasis on communications skills, both oral and written, case studies, and team projects.

Stewardship Strategies

Throughout all courses, the faculty imbue students with the strategic directions, norms and values that differentiate successful enterprises over the long term. Courses include stewardship, innovation, and social entrepreneurship, along with a capstone on business as a calling.

MBA Faculty

EMU faculty bring unique experiences – many in international settings – to help students develop their manager-leader capabilities. They will introduce real-life experiences into the classroom, experiences that students complement with their own unique experiences.

MBA Students

The MBA program targets mid-career professionals who seek to advance in their current career or change careers, and who have a minimum of two years' work experience. Most students continue to work full time during the entire program.

EMU's MBA program assumes that students enter the program with experience, skills, and expertise. Regardless of the level of prior experience, students will continue the life-long process of strengthening their management skills, leadership strengths, and stewardship strategies necessary to achieve greater success in business.

For more information, contact...

Dr. David R. Brubaker, Director
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Harrisonburg, VA 22802

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fax: (540) 432-4071
e-mail: mba@emu.edu

Calendar

Program Description

General Management MBA Program

Curriculum

The program (36 credit hours) takes two years, usually in 24 consecutive months, including a three credit hour capstone course in the final semester. The accelerated format assumes students spend more time on coursework out of class than in a traditional delivery format.

Students are expected to take the courses in the order outlined below. Any deviation from this schedule must be approved by the MBA program director.

NOTE: Course requirements and order may change as the program evolves. Students are accountable to the sequence of course work under the catalog in which they entered the program and as updated from time to time on the MBA website. Should program courses change and the student desire to replace an old requirement with a new one, he/she must petition the co-directors for the change to occur.

Prerequisites (8 SH)

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

PMBA 411 Survey of Economics (3 SH)

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

PMBA 431 Financial Accounting (2 SH)

Introduces accounting principles and practices and interpretation of financial statements. No background in accounting is assumed. The course includes a description and derivation of financial statements prepared by accountants and a discussion of a conceptual framework which provides rationale for accounting practices. The course also covers corporation accounting and examines the use of accounting information in the planning and controlling of the firm's operations. (Online prerequisite)

PMBA 441 Introduction to Finance (3 SH)

Provides an introduction to the theory and practice of business finance. The course emphasizes the problems faced by financial managers. Topics include the role of financial markets, interest rates, time value of money, valuation of securities, capital budgeting and working capital management. (Online prerequisite)

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

MBA Program (36 SH)

OLS 510 – Leadership and Management for the Common Good

- OLS 515 – Introduction to Leadership Studies
- OLS 530 – Organizational Behavior
- OLS 610 – Strategic Marketing Management
- MBA 550 – Technology, Information and Data Analysis
- MBA 560 – Stewardship, Innovation, and Social Entrepreneurship
- OLS 540 – Managerial Accounting and Finance I

- MBA 555 – Legal Aspects of Human Resources
- MBA 630 – Managerial Economics
- MBA 640 – Managerial Finance and Accounting II
- MBA 650 – Sustainable Organizations for the Common Good
- OLS 665 – Project Management and Grant Writing (Non-profit concentration)
- OLS 670 – Project Management and Intrapreneurship (3 SH) or Elective (general and health administration concentrations)

Concentration in Nonprofit Entrepreneurial Management

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

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

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

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

section on Curriculum for information about specific course offerings.

General Curriculum

The program (36 credit hours) takes 2 years, usually in 24 consecutive months, including a three credit hour capstone course in the final semester. The accelerated format assumes students spend more time on coursework out of class than in a traditional delivery format.

Students are expected to take the courses in the order outlined below. Any deviation from this schedule must be approved by the MBA program director.

NOTE: Course requirements and order may change as the program evolves. Students are accountable to the sequence of course work under the catalog in which they entered the program and as updated from time to time on the MBA website. Should program courses change and the student desire to replace an old requirement with a new one, he/she must petition the co-directors for the change to occur.

Prerequisites (8 SH)

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

- Survey of Economics (3 SH)
- Financial Accounting (2 SH)
- Introduction to Finance (3 SH)

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

Concentration in Nonprofit Entrepreneurial Management (36 SH)

- OLS 510 – Leadership and Management for the Common Good
- OLS 515 – Introduction to Leadership Studies
- OLS 530 – Organizational Behavior
- OLS 610 – Strategic Marketing Management
- MBA 550 – Technology, Information and Data Analysis
- MBA 560 – Stewardship, Innovation, and Social Entrepreneurship or ELECTIVE
- OLS 540 – Managerial Accounting and Finance I
- MBA 555 – Legal Aspects of Human Resources or

ELECTIVE

- MBA 630 – Managerial Economics
- MBA 640 – Managerial Finance and Accounting II
- MBA 650 – Sustainable Organizations for the Common Good
- OLS 665 – Project Management & Grantwriting (Every other year odd) Latest News

Concentration in Health Services Administration

Health care services and health care management are among the strongest employment fields in the Shenandoah Valley, as well as nationally. Retiring baby boomers and the rising average age indicate an increased demand for health care and retirement services. The growing demand calls for innovative leadership in health services administration in all sectors of health care. Future leaders face challenges of meeting an organization's goals and providing adequate services.

The Health Service Administration concentration supports innovative delivery of services across a broad spectrum of health providers from church-related organizations to community-based organizations. The program serves practicing health care providers who desire to earn a graduate degree. Please see the section on Curriculum for information about specific course offerings.

General Curriculum

The program (36 credit hours) takes two years, usually in 24 consecutive months, including a three credit hour capstone course in the final semester. The accelerated format assumes students spend more time on coursework out of class than in a traditional delivery format.

Students are expected to take the courses in the order outlined below. Any deviation from this schedule must be approved by the MBA program director.

NOTE: Course requirements and order may change as the program evolves. Students are accountable to the sequence of course work under the catalog in which they entered the program and as updated from time to time on the MBA website. Should program courses change and the student desire to replace an old requirement with a new one, he/she must petition the directors for the change to occur.

Prerequisites (8 SH)

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

- Survey of Economics (3 SH)
- Financial Accounting (2 SH)
- Introduction to Finance (3 SH)

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

MBA with Concentration in Health Services Administration (36 SH)

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

*alternating year courses

Students may petition the co-directors to replace up to four semester hours of required courses with electives. The director will base the decision to grant the student's request on their professional experience and interests.

MBA with Concentration in Health Services Administration (36 SH)

- OLS 510 – Leadership & Management for the Common Good
- OLS 515 – Introduction to Leadership Studies

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

*alternating year courses

Students may petition the co-directors to replace up to four semester hours of required courses with electives. The director will base the decision to grant the student's request on their professional experience and interests.

Calendar

Fall 2017

August 29 (1st year classes), Aug. 31 (2nd year classes)	Fall semester classes begin OLS 510 Leadership & Management for the Common Good (1st year) OLS 515 Introduction to Leadership Studies (1st year) OLS 665/670 Project Management & Grant Writing/Project Management & Intrapreneurship (2nd year) NURS 516 Application of Legal and Ethical Principles to Health Care (online course)
October 24	Fall Break (1st year only)
November 23	Thanksgiving recess
November 28/30	Classes resume
December 12/14	Last day of classes

Spring 2018

January 9 (1st year classes)/January 11 (2nd year classes)	Spring semester classes begin OLS 530 Organizational Behavior OLS 540 Managerial Finance and Accounting I OLS 610 Strategic Marketing Management NURS 515 The Health Care Delivery System (online course)
March 6/8	Spring break, no class
April 24/26	Last day of class
May 5	Baccalaureate
May 6	100th annual commencement

Summer 2018

- MBA 650 Sustainable Organizations for the Common Good (Dates TBA)
- MBA 550 Technology, Information and Data Analysis (Dates TBA)
- MBA 560 Stewardship, Innovation, and Social Entrepreneurship (Dates TBA)
- NURS 626 Managing in a Complex Health Care Environment (online course)

Class sessions late in the term likely to be substituted or reduced in length in lieu of one or two Saturday sessions for class or field experience(s) within the first six weeks of the term. Students should plan for the dates above; any adjustments will impact these final one or two sessions, and students will be alerted as soon as an alternate plan is confirmed.

Courses

PMBA 411 Survey of Economics (3 SH)

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

PMBA 431 Financial Accounting (2 SH)

Introduces accounting principles and practices and interpretation of financial statements. No background in accounting is assumed. The course includes a description and derivation of financial statements prepared by accountants and a discussion of a conceptual framework which provides rationale for accounting practices. The course also covers corporation accounting and examines the use of accounting information in the planning and controlling of the firm's operations. (Online prerequisite)

PMBA 441 Introduction to Finance (3 SH)

Provides an introduction to the theory and practice of business finance. The course emphasizes the problems faced by financial managers. Topics include the role of financial markets, interest rates, time value of money, valuation of securities, capital budgeting and working capital management. (Online prerequisite)

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

Students will study contemporary and forecasted societal stresses—from community level to global—and learn of the critical role of organizations in both contributing toward, and helping to mitigate, these stresses broadly classified as ecological, social, and economic. Students will then learn a broad range of organizational leadership and management theories, styles, and practices to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

OLS 515 Introduction to Leadership Studies (3 SH)

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

OLS 530 Organizational Behavior (3 SH)

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

and conflict. It will rely heavily on case studies and student participation. (Year 1 Spring Course)

OLS 540 Managerial Finance and Accounting I (3 SH)

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

MBA 550 Technology, Information and Data Analysis (3 SH)

The quality of decision-making in organizations is greatly influenced by the quality of data gathered and by information derived from that data. This course focuses on the use of tools and processes to enhance decision-making strategies. Topics include research design, survey development, defining data and information requirements, how and where data is stored, statistical models and tools, informatics and business intelligence, critical thinking, and transforming data into meaningful information. (Year 1 Summer Course)

MBA 555 Legal Aspects of Human Resources (3 SH)

Provides an overview of the legal aspects of business. Includes topics such as agency relationships, business organizations, contracts, sales and leases and debtor-creditor relations. Special emphasis on human resource issues and applicable law. (Year 1 Summer Course)

OLS 610 Strategic Marketing Management (3 SH)

Provides an introduction to the principles and practices of marketing. Topics include marketing structure, channels of distribution, consumer behavior, pricing, advertising, industrial marketing, telemarketing and marketing research. Aspects of international marketing and service marketing are included. Consumer behavior topics include psychological, sociological

and anthropological variables that influence consumer motivation and actions. (Year 2 Spring Course)

MBA 630 Managerial Economics (3 SH)

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

MBA 640 Managerial Finance and Accounting II (3 SH)

This course is a continuation of OLS 540 – Managerial Finance and Accounting I. From the Finance discipline, this course covers the investment decisions managers make. Furthermore, the course examines the contributions of Activity Based Costing and Value Chain Analysis for decision making. The course digs deeper into financial statement analysis, including a thorough analysis of cash flows. We also examine the impact of time value of money on financial evaluations and capital budgeting decisions. Lectures, textbook and other readings, course management software, and cases help bring the relevant topics to life. The overall aim of the course is to continue to improve organizational decision-making based on financial, social, and ecological metrics.

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

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

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

A theory and practice 3 SH course including a combination of field trips, classroom and online discussion, and case studies focusing on systems approaches to stewardship, innovation, and social entrepreneurship. The course objectives include developing a strategic framework for understanding

stewardship design principles found in natural and human ecologies and how to apply them to become more effective organizational leaders; increasing theoretical and practical understanding of the sources of socio-tech innovation; co-designing, influencing and leading innovation; and developing an understanding of social entrepreneurship (SE) and how corporations, benefit corporations, public agencies, and nonprofit organizations apply SE strategies to more effectively achieve their missions and objectives. (Year 2 Fall Course)

OLS 665 Project Management and Grant Writing (3 SH)

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

choice based on their work and the work of their classmates. Literature review: During the course of the class students will review a recent popular or literary work on Project Management of their choosing. This review will consist of a short summary of the book, a detailed analysis of the salient points, processes, and/or recommendations of the book. Not to exceed 5 pages. Project Plan: At the conclusion of the class students will submit a fully formed project plan covering every aspect of their approved project from project charter to project closing documents. Generally speaking these documents are no shorter than 20 pages, and can be considerably longer than that. Presentation: During the last full class period each student will be expected to present their project plan to the class. Presentations will likely be time-limited and as such will focus on knowledge of the material and delivery of the “elevator pitch” more than on the depth of plan presented. Online vs. traditional: The course is a blended on/off line course with built-in asynchronous activities to engage students in the material.

OLS 670 Project Management and Intrapreneurship (3 SH)

This course will cover the basics of standard project management practice with a focus on developing internal projects and programs. From the conceptualization of the idea, pitch, proposal through the launch of a project, team building, implementation, QA, and delivery, this course will cover the whole lifecycle of Intrapreneurship practices. This course will focus on traditional project management but will also offer an introduction to Agile methodology project management.

Core goals and objectives: At the end of this course students should have an excellent grasp of the process of developing a new project or division within a company, the risks associated with doing so, and the challenges associated with financing these endeavors. Students will also be familiar with the standard PMI project breakdown structure, be able to understand and implement a project plan, be familiar with non-PMI project management processes and their associated benefits and pitfalls. Students should also be able to craft a project plan including everything from the initial charter to steps for proper closing of a project at the end of this course. Core requirements: During the course students will submit a complete proposal pitching their idea, explaining the organizational fit

and function, providing a cost estimate, proposing funding options, and listing a detailed risk analysis of the proposal. Presentation: During the intrapreneurship portion of the course students will pitch their ideas to the class / instructor as well as take questions on their proposals. Clarity, brevity, and quality of the pitch will be evaluated. Analysis / Critique: Following the presentation students will submit a short analysis and critique of their pitch based on what questions were posed, what techniques their peers presented, and their overall presentation style. Literature review: During the course of the class students will review a recent popular or literary work on Project Management of their choosing. This review will consist of a short summary of the book, a detailed analysis of the salient points, processes, and/or recommendations of the book. Not to exceed 5 pages. Project Plan: At the conclusion of the class students will submit a fully formed project plan covering every aspect of their approved project from project charter to project closing documents. Generally speaking these documents are no shorter than 20 pages, and can be considerably longer than that. Presentation: During the last full class period each student will be expected to present their project plan to the class. Presentations will likely be time-limited and as such will focus on knowledge of the material and delivery of the “elevator pitch” more than on the depth of plan presented.

MBA 675 Project Management (2 SH)

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

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

from the initial charter to steps for proper closing of a project at the end of this course.

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

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

Presentation: During the last full class period each student will be expected to present their project plan to the class. Presentations will likely be time-limited and as such will focus on knowledge of the material and delivery of the “elevator pitch” more than on the depth of plan presented.

MBA 685 Grant Writing (1 SH)

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

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

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

Presentation: During the last class period students will

give a short presentation on the granting organization they chose, why they chose that organization, and a brief summary of their project.

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

MBA 690 Intrapreneurship (1 SH)

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

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

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

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

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

NURS 515 The Health Care Delivery System (3 SH)

Gives the health care manager a broad overview of health care delivery within the United States, along with a brief perspective on the history of involvement in health care delivery by the Mennonite Church. The involvement of local, state, and federal agencies in the delivery of care, as well as its financing, will also be examined, along with an overview of the development of health policy.

Technology's impact on the health care environment both currently and in the future will be outlined along with an exploration of healthcare informatics. In addition, comparison to other nations' health care systems will be made as well as projections for the future of the U.S. system. (Year 2 Spring Course)

leadership will be woven in as themes throughout the course. (Year 2 Spring Course)

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

Examines the legal and ethical issues health care managers will need to negotiate as they manage the delivery of health care both organizationally and clinically. The use of an organizational ethics committee will be outlined. Care delivery issues that emerge with changing technology will be discussed, which include procreational issues such as abortion, in vitro fertilization and the use of stem-cell technologies, end-of-life issues, advance directives and elder care. The influence of faith-based values on ethical decision making will be outlined with students expected to identify and reflect how their own personal values shape their ethical positions. The context of medical errors and resultant malpractice claims will also be examined. Multiple case studies that reflect these issues will be used to engage the students in decision-making regarding an appropriate managerial response. (Year 2 Spring Course)

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

Focuses on the dynamics of leading the health care organization in times of rapid change and how that change can be used to leverage effective organizational performance. Continuous improvement and the use of data-driven decision-making and national benchmarking, along with the fostering of a high level of employee involvement will be emphasized, as well as the effective use of organizational accountability for performance. The effective partnering with governing boards will be identified. The use of the planning process as a tool for positioning the organization for effective performance along with a review of that performance using annual performance tools will be analyzed. The use of marketing to enhance the organization's visibility in the community in which it serves will be outlined. The development of a workforce that is culturally competent and focused on the delivery of care that exceeds the expectations of a culturally diverse client base will be explored. The manager's role in shaping the organization and self-management and its importance for effective

MS in Nursing and MBA Dual Degree

About

Earn your MS in nursing and your MBA with Eastern Mennonite's dual degree program in values-based leadership and management.

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

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

The ability to partner with the collaborative MBA program in order to fulfill MBA courses fully online will be evaluated on a selective basis.
<http://collaborativemba.org/>

Admission Requirements

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

Course Requirements

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

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

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

MSN Requirements – 23 SH

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

MBA Requirements – 24 SH

- OLS 510 – Leadership & Management for the Common Good
- OLS 520 – Introduction to Leadership Studies
- OLS 530 – Organizational Behavior (NOTE – NURS 628 Org Behavior may be substituted if schedule requires)
- OLS 540 – Managerial Finance and Accounting I
- MBA 640 – Managerial Finance and Accounting II
- OLS 610 – Strategic Marketing Management
- MBA 630 – Managerial Economics
- MBA 560 – Stewardship, Innovation, and Social Entrepreneurship (or elective)

Course Schedule

This is based on a full time, two courses per semester model.

Summer #1 (August)

- **NURS 501** – Introduction to the Sacred Covenant Conceptual Framework

Fall #1

- **NURS 510** – Historical, Philosophical, and Theoretical Foundations of Nursing
- **OLS 510** – Leadership and Management for the Common Good

Spring #1

- **NURS 515** – Health Care Delivery System
- **OLS 530** – Organizational Behavior

Summer #2

(Courses taken sequentially)

- **NURS 626** – Management in a Complex Healthcare Environment (May and June)
- **NURS 512** – Epidemiology and Informatics (late June to mid August)

Fall #2

- **OLS 520** – Introduction to Leadership Studies
- **NURS 516** – Application of Legal & Ethical Issues for Health Care Leaders

Spring #2

- **OLS 540** – Managerial Finance and Accounting I
- **NURS 629** – Instructional Methodologies for Nurse Leaders

Summer #3

- **MBA 560** – Stewardship, Innovation, and Social Entrepreneurship (or elective)
- **MBA elective** in lieu of MBA 560

Fall #3

- **NURS 503** – Practice Skills for Conflict Transformation
- **MBA 640** – Managerial Finance and Accounting II

Spring #3

- **OLS 610** – Strategic Marketing Management
- **MBA 630** – Managerial Economics

Fall #4

- **NURS 511** – Translational Scholarship for Evidence Based Practice (NOTE: NURS 511, 620, and 630 build on each other and are to be taken in sequentially in the final year of Nursing coursework)
- **MBA elective in lieu of MBA 560**

Spring #4

- **NURS 620** – Safety, Risk Reduction, and Quality Care

Summer #4

- **NURS 630** – Nursing Capstone

Master of Divinity and Master of Business Administration Dual Degree

A dual degree student will graduate with two masters degrees in less time than it would take to complete those degrees individually.

The dual degree master of divinity and master of business administration combines the theological, biblical and pastoral training of a master of divinity with business and organizational leadership training that focuses on the values of stewardship, sustainability, justice, and social entrepreneurship.

Inquire for more information (<http://emu.edu/seminary/admissions/request/>), schedule a **visit** (<http://emu.edu/seminary/admissions/visit/>) or **apply** today (<http://emu.edu/seminary/application/>).

Degree Requirements

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

Why EMS?

Formation studies

A unique strength of Eastern Mennonite Seminary is our formation program. We believe that focusing on one's own formation during the seminary journey is the way for ministering persons to be healthy and whole in their vocations. Formation in God's Story I & II (2 credits each) helps students understand their own lives in conversation with and connection to God's story as found in Scripture and being written in the present in their own lives through spiritual practices. Formation in Ministry I & II (3 SH each) offers students the opportunity to put their learning into practice in internship sites related to their vocational leanings with a mentor to help with on-site theological reflection. A unique strength of Eastern Mennonite Seminary is our formation program. We believe that focusing on one's own formation during the seminary journey is the way for ministering persons to be healthy and

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MBA for the "common good"

The MBA program at Eastern Mennonite University values ethics, stewardship, and sustainability. EMU graduates are uniquely prepared to offer leadership with compassion, integrity, and the highest ethical standards. The MBA program at EMU focuses on management skills, leadership strengths and stewardship strategies to shape organizations who change the world.

Integrative course work and capstone projects

The MDiv/MBA dual degree includes integrative courses and capstone projects, allowing students to prepare for Christian leadership in non-profit or for-profit organizations.

Admissions Requirements

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

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

Curriculum

Seminary core requirements

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

MBA requirements

- OLS510 Leadership and Management for the Common Good
- OLS520 Introduction to Leadership Studies
- OLS530 Organizational Behavior
- OLS540 Managerial Finance and Accounting I
- MBA640 Managerial Finance and Accounting II
- MBA630 Managerial Economics
- MBA650 Sustainable Organizations for the Common Good

9 SH from the required seminary electives

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

Two 3 SH elective courses from among the following:

- MBA550 Technology, Information and Data Analysis
- MBA555 Legal Aspects of Human Resources
- MBA560 Stewardship, Innovation & Social Entrepreneurship
- OLS610 Strategic Marketing Management
- OLS665 Project Management & Grant Writing

Collaborative MBA

About

Our Program Values

Following are the values we bring to leadership education:

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

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

Leading as Service – Transformative leadership starts with self-awareness and leads to empowering and serving others.

Upholding Justice – We recognize that all human beings need acknowledgement of their dignity and a dignified way of earning their living; this implies a fair and compassionate distribution of the fruits of economic growth, sensitivity to the impact of growth, and a commitment to living in right relationship with others and with the planet.

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

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

Admissions

Admissions Requirements

1. Bachelor's degree from an accredited institution or equivalent.

2. Proficiency in and access to Microsoft Word, PowerPoint, and Excel.

3. A computer with weekly access to high speed internet.

General Requirements

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

Specific Details

- *Operating System:* Windows 7 or 8; or Mac OS X Version 10.8 (Mountain Lion). Version 10.10 encouraged.
- *Processor Minimum:* Dual-core processor at 2GHz; Recommended: Intel Core i5 or i7, or equivalent.
- *RAM:* 4 GB or more recommended.
- *Webcam and one-piece headset with "noise-cancelling microphone"*(for synchronous class sessions)
- *Microsoft Office software:*
- MS Office (including MS Word, PowerPoint, & Publisher) preferable Office 2010 or 2013.
- For MAC users, Office 2008 or 2011 are sufficient.
- *Broadband/high speed Internet access:* A corporate office or hospital internet system is sufficient for speed, however firewalls might prevent the student from accessing certain software such as Moodle. Recommended home-based Internet services are DSL or cable (ideal). Satellite or cellular-based services are not recommended especially for videoconferencing. Satellite can work for accessing Moodle and forum discussions. Optimal Zoom (video conferencing requirements are listed below:
- For 1:1 video calling: 600kbps (up/down) for HQ video and 1.2 Mbps (up/down) for HD video
- For group video calling: 600kbps/1.2Mbps (up/down) for HQ video. For gallery view: 1.5Mbps/1.5Mbps (up/down).
- For screen sharing only (no video thumbnail): 50-75kbps
- For screen sharing with video thumbnail: 50-150kbps
- For audio VoiP: 60-80kbps

4. Strong written and oral communication and quantitative skills.

5. For applicants with less than seven years of work experience, GMAT or GRE scores are required. Those with seven years of work experience are encouraged to take either the GMAT or GRE *if* their academic and

workplace records do not show strong quantitative and communication skills.

6. Two recommendations. One recommendation must be from your current supervisor. The second recommendation can be from an individual who can comment on your professional and/or academic qualities. Please utilize our college-specific recommendation forms: Bluffton University | Canadian Mennonite University | Eastern Mennonite University | Goshen College

7. Interview with program director or other designated person.

Additional details

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

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

The Seven Steps of Our Admissions Process

A completed application includes the items below.

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

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

Step 3: Send us your most recent resume.

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

Step 5: Provide two recommendations. One recommendation must be from your current supervisor. The second recommendation can be from an individual who can comment on your professional and/or academic

qualities. Both recommendations will become part of your application file and will not be disclosed to any unauthorized individual without your consent. Please utilize our college-specific recommendation forms: Bluffton University | Canadian Mennonite University | Eastern Mennonite University | Goshen College

Step 6: Submit via email a two-page personal statement answering the following three questions: 1) What goals and objectives do you have for yourself in completing this program? 2) What contributions will you make to this program based on your life and work experiences, your commitments and your values? 3) The Collaborative MBA involves reading, studying, writing and "attending" class sessions. How will you structure your weekly schedule in order to accommodate these activities?

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

TOEFL Requirements

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

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

- 79-80 on the internet-based TOEFL
- 213 on the computer-based TOEFL
- 6.5-7.0 on the IELTS

Degree requirements

Curriculum and Concentrations

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

Core Courses

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

Concentration Areas

• Leadership
• Accounting and Financial Management
• Sustainability Management
• Self Designed – student chooses three courses from list of concentration courses

International Residency

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

Some students have used the international residency as a launching point for further travel or holiday time in the same location or region, and this may include family members or friends. Students who take opportunity to extend their experience for personal reasons should plan for their family/friend to arrive on location no earlier than the departure day of the residency.

Calendar

The hybrid course format consists of two week-long residencies and courses taken one at a time that use both synchronous and asynchronous methods. The program starts with a one-week residency.

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

Collaborative MBA Schedule 2017-2019

Cohort #4

Fall 2017 - CORE COURSES	
North American Residency	
Mon 8/7/2017- thru Fri 8/11/2017 & 1st hour of 8/30/2017	MBA 522 Leadership & Management for the Common Good George Lehman
Core Courses	
8/30 9/6 9/13 9/20 9/27 10/4	MBA 671 Technology, Information and Data Analysis Tim Yoder
10/11	BREAK
10/18 10/25 11/1 11/8 11/15 11/29	MBA 541 Global Sustainability Jerrell Richer
Spring 2018 - CORE COURSES	
1/3/2018 *1/10 1/17 1/24 1/31 2/7	MBA 564 Organizational Behavior Karen Klassen Harder
2/14	BREAK
2/21 2/28 3/7 3/14 3/21 3/28	MBA 585 Managerial Finance and Accounting I Michelle Horning
4/4/2018	BREAK
Summer 2018 - CORE COURSES	
*4/11 4/18 4/25 5/2 5/9 5/23	MBA 623 Managerial Finance and Accounting II Tom Stuckey
International Residency	
5/30 6/6 6/13 6/20 Sat 7/7/2018 thru Sun 7/15/2018	MBA 680 Sustainable Organizations for the Common Good Jim Leaman

*Check-in with Collaborative MBA Director

Fall 2018 - CONCENTRATIONS					
Leadership Wednesdays		Sustainability Management Wednesdays		Accounting and Financial Mgt Thursdays	
8/8/2018 8/15 8/22 8/29 9/5 9/12	MGT 662 Managing People in Organizations Andrea Sirko-Delancey	8/8/2018 8/15 8/22 8/29 9/5 9/12	MBA 607 Sustainable Business Models Phil Mason	8/9/2018 8/16 8/23 8/30 9/6 9/13	MGT 651 Auditing Jason Swartzlander
9/19 9/26 10/3 10/10 10/17 10/24	MGT 660 Assessing and Developing Leadership Skills George Lehman	9/19 9/26 10/3 10/10 10/17 10/24	MBA 614 Economics of Sustainability Jerrell Richer	9/20 9/27 10/4 10/11 10/18 10/25	MGT 653 Business Regulation Tom Stuckey
10/31 11/7 11/14 11/28 12/5 12/12	MGT 661 Leading Innovation and Change Karen Klassen Harder	10/31 11/7 11/14 11/28 12/5 12/12	MBA 675 Applied Business Sustainability Phil Mason	11/1 11/8 11/15 11/29 12/6 12/13	MGT 650 Financial Reporting Jason Swartzlander

Spring 2019 - CORE COURSES	
1/9/2019 *1/16 1/23 1/30 2/6 2/13	MBA 647 Strategic Marketing Management Melissa Green
2/20	BREAK
2/27 3/6 3/13 3/20 3/27 4/3	MBA 663 Managerial Economics
**April	Capstone Mini Residency
May	GRADUATION

**Dates for the optional mini residency set according to cohort.



THE COLLABORATIVE
MBA

Collaborative MBA Schedule - Cohort #3, Start August 1, 2016

Revised 04/26/16

YEAR	TERM	COURSE #	COURSES AND OPTIONS	INSTRUCTOR	DATES
1	FALL 2016	522	Leadership & Management for the Common Good - Core	G. Lehman	August 1-30 (residency August 8-12)
		671	Technology, Information and Data Analysis - Core	K. Palmer	August 31 -October 12
		541	Global Sustainability- Core	J. Ross Richer	October 26-December 7
	SPRING 2017	564	Organizational Behavior - Core	K. Klassen-Harder	January 4-February 8
			Student check-in - first 30 minutes of Org. Behavior class		January 11 @ 6:00 PM
		585	Managerial Finance and Accounting 1 - Core	M. Horning	February 15-March 29
	SUMMER 2017	623	Managerial Finance and Accounting II - Core	T. Stuckey	April 5-May 17
			Student check-in - first 30 minutes of Managerial Fin. Account. II class		April 12 @ 6:00 PM
		680	Sustainable Organizations for the Common Good - Core	J. Leaman	May 26-August 9 (International Trip - July 10-16)
2	FALL 2017	641	Health Care #1 - Concentration - Health Care Economics and Policy	J. Andreas	August 9-September 13
		643	Health Care #2 - Concentration - Health Care Financial Management	D. Cytlak	September 20-October 25
		642	Health Care #3 - Concentration - Health Care Infomatics	R. Kauffman	November 1-December 13
		662	Leadership #1 - Concentration - Managing People in Organizations	S. Webster	August 8-September 12
		660	Leadership #2 - Concentration - Assessing and Developing Leadership Skills	G. Lehman	September 20-October 25
		661	Leadership #3 - Concentration - Leading Innovation and Change	K. Klassen-Harder	November 1-December 13
		651	Accounting and Financial Management #1 - Auditing	J. Swartzlander	August 10-September 14
		653	Accounting and Financial Management #2 - Business Regulation	T. Stuckey	September 21-October 26
		652	Accounting and Financial Management #3 - Business Environment	J. Swartzlander	November 2-December 14
		607	Sustainable Orgs. #1 - Concentration - Sustainable Business Models	P. Mason	August 16-September 20
		614	Sustainable Orgs. #2 - Concentration - Economics of Sustainability	J. Ross Richer	September 27-November 11
		675	Sustainable Orgs #3 - Concentration - Applied Business Sustainability		November 8-December 20
		605	Community Development and Social Action #1-Concentration-Community Development and Social Action		August 16-September 20
		610	Community Development and Social Action #2-Concentration-Action Research and Program Evaluation		September 27-November 11
		626	Community Development and Social Action #3-Concentration-Strategic Human Resource Management		November 8-December 20
		617	Conflict Transformation #1 - Concentration - Practice Skills for Conflict Transformation		August 29-December 14
		649	Conflict Transformation #2 - Concentration - Narratives and Systemic Change or Conflict Coaching		August 29-December 14
		667	Leading Nonprofits #3 - Concentration - Project Management/Grant Writing		June 20-August 8
		627	Leading Nonprofits #2 - Concentration - Ethics and International NGO's	V. Jantzi	August 29-December 14
	SPRING 2018	647	Strategic Marketing Management - Core	M. Green	January 3-February 21
			Student check-in - first 30 minutes of Marketing Course		January 10 - 6:00 PM.
			Capstone Mini Residency (Location TBD)		April 12-13
	SUMMER 2018	663	Managerial Economics - Core	TBD	March 7-April 18
		611	Leading Nonprofits #1 - Concentration - Stewardship, Innovation & Social Entrepreneurship	T. Smith	May -June TBD
		678	Conflict Transformation #3 - Concentration - Choose from 16 week-long courses at the Summer Peacebuilding Institute (list to be included on web		May-June

Color Key

Core Courses	
Accounting and Financial Management Concentration	
Community Development and Social Action Concentration	
Conflict Transformation Concentration	
Health Care Concentration	
Leadership Concentration	
Leading Non-profits Concentration	
Sustainable Organizations Concentration	

Course Descriptions

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.

Technology, Information, and Data Analysis (3 SH)

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

Global Sustainability (3 SH)

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

Organizational Behavior (3 SH)

Utilizing an experiential case study method, this course surveys the evolution of theory, practice, and research in the areas of organizational behavior. Learning topics include motivation theory, group dynamics, leadership,

decision-making, conflict transformation, change theory, organization structure, emotional intelligence and communication. This course affirms a systemic perspective and approach to organizational behavior and affirms the concepts implicit in the concept of Leadership for the Common Good.

Managerial Finance and Accounting I (3 SH)

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

Managerial Finance and Accounting II (3 SH)

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

Sustainable Organizations for the Common Good (3 SH)

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

scheduled about halfway through the program; it prompts students to test and apply what they have learned in their first year, then the experience becomes an ongoing case study for all subsequent work in the program

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.

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.

Concentration Course Descriptions

Accounting and Financial Management Concentration

Auditing (3 SH)

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

Business Environment (3 SH)

This course is based primarily on the Business section of

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

Business Regulation (3 SH)

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

Conflict Transformation

Mediation and Negotiation (3 SH)

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

Narratives and Systemic Change or Conflict Coaching (3 SH)

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

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

Health Care

Health Care Economics and Policy (3 SH)

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

Health Care Informatics (3 SH)

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

Health Care Financial Management (3 SH)

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

Community Development and Social Action (3 SH)

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

Community Development and Social Action (3 SH)

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

Action Research and Program Evaluation (3 SH)

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

Strategic Human Resource Management (3 SH)

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

Leadership

Assessing and Developing Leadership Skills (3 SH)

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

Leading Innovation and Change (3 SH)

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

Managing People in Organizations (3 SH)

Surveys selected topics related to the management of people in organizations, including personnel selection and training, motivation, leadership, team building, the organization of work hours and space.

Leading Non-profits

Stewardship, Innovation, and Social Entrepreneurship (3 SH)

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

an understanding of social entrepreneurship (SE) and how corporations, public agencies, and nonprofit organizations apply SE strategies to more effectively achieve their missions and objectives. Students will be encouraged, at their sole option, to contribute to the field either through service (1 SH elective practicum) or research (1 cu publishable paper).

Ethics and International NGO's (3 SH)

This course is prepared for students who envision themselves as practitioners in the global humanitarian enterprise, working in, with, or through, international non-governmental organizations (INGOs). INGOs confront many ethical challenges, dilemmas, and considerations as they work to meet their objectives of providing assistance to individuals, groups, and countries, often across differences of culture, wealth, power, and world view. This course aims to help students build a framework for understanding universal and contextual ethics within the broad INGO arena, both internally within organizations, and externally as impact on others. A significant challenge of this course is to help students recognize and identify their own biases and blinders, learn from the practical experiences of others, and effectively widen their view to the opportunities, possibilities, and pitfalls of the INGO humanitarian enterprise.

Project Management and Grant Writing (3 SH)

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

Sustainability

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

Sustainable Business Models v

This course explores sustainability models, reporting

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

Economics of Sustainability (3 SH)

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

Applied Business Sustainability (3 SH)

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

Self-designed

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

Academic Policies

Collaborative MBA students enroll within the academic policies frameworks of their respective institutions.

MA in Education

About

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

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

EMU's teacher education programs are accredited by the National Council for Accreditation of Teacher Education.

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

Course Offerings Year-Round

We offer courses in several locations as well as online! An EMU graduate education remains an excellent value in the higher education marketplace at **\$450 per semester hour**, whether you're working on a degree, a certificate, recertification, or professional development.

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

Mission Statement

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

The teacher education program envisions preparing informed lifelong leaders and learners who value the

dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These reflective educators will offer healing and hope in a diverse world.

Goals and Outcomes

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

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

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

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

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

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

Admissions

- <http://www.emu.edu/graduate-and-professional-studies/apply/> Paper applications can be picked up at the office or mailed upon request.
- <http://www.emu.edu/maed/forms/>: Please secure two forms of recommendation from people who are in a position to judge your potential as a graduate student. Teachers may provide one reference from a building-level administrator/supervisor, as well as someone in a supervisory capacity.

How can I request an official transcript?

To request an official transcript(s) follow the registrar's instructions, which are outlined on the <http://www.emu.edu/registrar/transcript-ordering/>.

Admission Requirements

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

1. Completed application to the Master of Arts in Education program with a nonrefundable application fee of \$50.00.
[emu.edu/graduate-and-professional-programs/apply](http://www.emu.edu/graduate-and-professional-programs/apply)
2. Official transcripts from each college or university attended.
3. Two academic recommendations on EMU provided forms: (a) building level administrator/supervisor and (b) someone qualified to speak to the applicant's academic ability and potential. <http://www.emu.edu/maed/forms/>
4. A bachelor's degree from an accredited institution with at least a cumulative 3.0 gpa (based on 4.0). If this condition is not met, graduate gpa of six or more credits will be considered.
5. A copy of a valid teaching license be submitted by the applicant for the graduate file. Applicants applying for the TESL concentration with K-12 initial licensure in VA, the At-Risk Populations concentration, and the Restorative Justice in Education certificate and concentration are exempt from the teaching license requirement.
6. Evidence of one year of successful teaching in public or private school/agency setting. Applicants applying for the TESL concentration with K-12 initial licensure in VA, the At-Risk Populations concentration, or the Restorative Justice in Education certificate and concentration are exempt from the teaching experience requirement.
7. Applicants seeking initial licensure in Virginia through EMU's MA in Education program are required to pass the VCLA and the basic skills assessment prior to admission. (See Required Licensure/Endorsement Exam Scores for equivalent basic skills assessment www.emu.edu/education/test-scores/.)
8. A personal interview with the director or assistant director of the MA in Education program.
9. Full time students must submit an EMU graduate

student Health Evaluation. www.emu.edu/studentlife/health/forms/

International Students: International applicants may enroll in the Literacy or Curriculum & Instruction concentration upon petition to the TEAC. Such candidates are expected to provide a rationale stating why they wish to enter a licensure concentration.

In addition to the requirements above, please submit the following information:

1. Nationality and country of birth. A financial certificate demonstrating the student's "ability to pay" is required in order for the program to issue a student visa application (I-20 form). International applicants currently residing in the U.S. must indicate status with the U.S. Citizenship and Immigration Services.
2. For applicants whose native language is not English, one of three conditions may be used to satisfy English proficiency. (1) A score of 550 on the paper-based or 80 on the internet-based Test of English as a Foreign Language (TOEFL). EMU's institutional code is 5181. (2) A written recommendation from qualified personnel from EMU's Intensive English Program. (3) An assessment by the Teacher Education Admissions Committee (TEAC) based upon certificates and national examinations completed by the applicant indicating the applicant's English proficiency. Applicants who have studied and received a degree from a college or university where all instruction is in English are not required to submit English proficiency measures.

Applications for Graduate Certificates

1. A completed application to the Master of Arts in Education program with a nonrefundable application fee of \$50.00.
2. Official transcripts from the college or university attended for highest degree earned with evidence of degree conferred.
3. A personal interview with the director or assistant director of the MA in Education program or, in the case of a cohort participant, recommendation of district administrator.

Program Description

MA in Education: Curriculum & Instruction

This component of EMU's MA in education program provides a course of study for elementary, middle or high school practitioners to enhance existing skills and meet the challenges found in today's schools.

Emphasis is placed upon adapting and designing curriculum for diverse populations, designing integrated interdisciplinary instruction, upgrading professional knowledge in recent research in current issues, teaming with school and community professionals and enhancing specific professional and concentration area competencies.

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

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

Curriculum & Instruction Curriculum and Course Plan

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

Learn more about the core curriculum of EMU's master of arts in education at <http://emu.edu/maed/curriculum/>.

A. Program Core (12 SH)

[Early in program]

- EDCC 501 Creating Cultures of Change: Constructivist Environments (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)

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

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

C. Reflective Practice (3 SH)

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

MA in Education: Literacy/Reading Specialist

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

Literacy concentration has six hours of elective options.

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

Literacy Curriculum and Course Plan

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

Learn more about the core curriculum of EMU's master of arts in education at <http://emu.edu/maed/curriculum/>.

A. 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)

B. Concentration Area (21 SH)

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

C. Reflective Practice (3 SH)

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

Reading Specialist Curriculum and Course Plan

A. 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)

B. Concentration Area (24-25 SH required)

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

Writing Difficulties (3 SH)

- (*in PA*) EDPC 603 Clinic II: Integrative Approach to Assessment & Instruction (3 SH)

C. Reflective Practice (3 SH)

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

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

Practitioners concentrate on special needs of diverse populations, with further focus in one of four areas of emphasis:

1. Teaching English as a Second Language (TESL) for MA degree and initial teaching license
2. Teaching English as a Second Language (TESL) for MA degree and add-on endorsement
3. At-Risk Populations
4. Special Education

This component contains a common core of courses that address language/literacy competence with diverse populations, intervention strategies for diverse learners, and developing leadership skills in teaming, collaboration and consultation with parents, school and community social agencies. In Virginia, initial teaching licensure is available in TESL with additional course work, a supervised practicum, and an internship.

A foundations course in Curriculum & Instruction is required of candidates without a teaching license as an elective prior to taking EDLA 511 Teaching Diverse Learners and EDCC 501 Creating Cultures of Change.

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

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

Learn more about the core curriculum of EMU's master of arts in education at <http://emu.edu/maed/curriculum/>.

A. 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)

B. Concentration Area (24 SH)

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

C. Reflective Practice (3 SH)

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

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

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

**Required in Pennsylvania

Diverse Needs: At-Risk Populations

A. Program Core (12 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)

B. Concentration Area (21 SH)

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

C. Reflective Practice (3 SH)

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

Diverse Needs: Special Education

A. 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)

B. Concentration Area (21 SH)

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

C. Reflective Practice (3 SH)

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

Restorative Justice in Education (RJE)

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

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

Making a Difference in Our Schools

We offer different focus options for K-12 educators, administrators or other school leaders, community leaders, and social workers or school counselors. A variety of electives allows for focused study for each of these groups. You'll learn to:

- Promote positive student behavior and increase student achievement and attendance
- Replace suspensions and expulsions with strategies that work
- Improve relationships and school climate while increasing instructional time

RJE Concentration

Students in the MA in Education program can pursue an interdisciplinary concentration in Restorative Justice in Education (RJE) by taking courses through the education department as well as EMU's Center for Justice and Peacebuilding (<http://emu.edu/cjp/>). Learn more about courses in the RJE concentration (<http://emu.edu/maed/restorative-justice/courses/>).

RJE Graduate Certificate

Students who are not pursuing a graduate degree can earn a **15-hour graduate certificate in restorative justice in education**.

Review the gainful employment disclosure for the

graduate certificate for restorative justice in education (<http://emu.edu/gainful-employment/restorative-justice-in-education/Gedt.html>).

Concentration

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

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

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

Learn more about the core curriculum of EMU's master of arts in education at <http://emu.edu/maed/curriculum/>.

Program core (15 SH)

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

Concentration Area Courses (12 Credit Hours)

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

EDRJ 601 Facilitating Circle Processes (3 SH) +

Elective* Courses

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

Ed (MA in Education) Courses

EDCI 501 Curriculum and Instructional Strategies (3 SH)

EDCI 511 Teaming and Collaboration (3 SH)

EDCI 541 Supporting Positive Classroom Behaviors (SPED focus) (3 SH)

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

EDDA 511 Teaching Diverse Learners (3 SH)

EDDA 631 Research in Risk and Resiliency (3 SH)

EDLA 531 Literacy in Community and Family Arenas (3 SH)

EDLA 601 Multicultural Children's Literature (3 SH)

EDSL 581 Language and Culture (3 SH)

CJP (Center for Justice & Peacebuilding) Courses

PAX 532 Formation for Peacebuilding Practice (3 SH) (SPI Only)

PAX 540 STAR: Strategies for Trauma Awareness & Resilience (3 SH)

PAX 571 Restorative Justice (3 SH)

PAX 615 Leading Organizational Change (3 SH) (has pre-reqs)

PAX 654 Conflict Coaching (3 SH)

PAX 676 Restorative Justice Practices (3 SH)

MOL (MA in Organizational Leadership) Courses

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

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

Calendar

2017-18 MA in Education Program Calendar
See Course Information for class schedules.

Fall Semester

MA in Ed Graduate Picnic and Orientation:

- August 30, 2017, 5:00 p.m.

Action Research presentations:

- December 2, 2017, in Harrisonburg

Offices are closed:

- November 22-26, 2017
- December 22, 2017 – January 1, 2018

Spring Semester

Action Research presentations:

- April 14, 2018 in Harrisonburg

Graduation Ceremony: April 29, 2018, in Harrisonburg

- Diploma dates: Dec. 15, 2017; April 29, June 15, Aug. 17, 2018

Offices are closed:

- March 30-April 2, 2018
- May 28, 2018

Summer Semester

Action Research presentations:

- July 27, 2018 Harrisonburg presentations

Restorative Justice in Education Academy

- June 25-26, 2018

Offices are closed:

- July 4, 2018

Courses

Course Offerings

Main Campus in Harrisonburg, Va.

Courses scheduled for upcoming semesters are listed below. Complete the registration form for Main Campus, Harrisonburg, VA (<http://emu.edu/maed/forms/ma-in-ed-graduate-course-registration---va/>) for the courses below to be added to the class roster. Full payment for **tuition, \$440 per semester hour** (unless noted otherwise), is due at the first class, or by payment through your myEMU CASHNet account. Beginning Sept. 1, tuition will be \$450 per semester hour unless noted otherwise.

Summer 2017

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

Concentrates on literature written for and by adolescent/young adult readers while relying on works typically classified as young adult literature as well as literary “classics” found within the curriculum for middle, junior and senior high classrooms. Employs reader-response theory. *June 13-Aug. 15; \$50 technology fee may apply*

EDDA 631 Research in Risk & Resiliency (online) (3 SH) John Gordon, III

Analyzes research bases for understanding risk and resiliency and explores protective factors within the child, family, and community which enable resilience and mitigate risk factors. *June 13 –Aug. 15*

EDCC 521 Peacebuilding and Conflict Transformation (3 SH) Judy Mullet

Explores peacebuilding and conflict resolution within educational contexts. Focuses on peaceable climates and conflict transformation approaches and integrates peace curricula for individual classroom settings and within specific schools. *June 19-23, 8am-4:30pm (Northern Tier Cohort); July 10-14, 8am-4:30pm (other students)*

EDDA 511 Teaching Diverse Learners (3 SH) Lori Leaman

Focuses on the application of integrated strategies, differentiated instruction, curriculum compacting and adaptations for diverse populations, i.e. students served under alternative education, special education services, ESL and gifted/talented programs. *June 26-30, 8am-4:30pm*

EDCI 501 Curriculum and Instructional Strategies (3 SH) Cathy Smeltzer Erb

Examines the philosophical foundations of curriculum development and implementation. Curriculum mapping, interdisciplinary inquiry, activity curricula and culturally responsive development will be discussed. *July 17-21, 8am-4:30pm*

EDLA 601 Multicultural Children’s Literature (3 SH) Tracy Hough

Explores multicultural children’s literature for children in a variety of genre. Elementary classroom activities including critical thinking and writing are demonstrated. *TBA, 8am-4:30pm*

EDSL 581 Language and Culture (3 SH) Paul Yoder

Enables students to gain a deeper understanding of the intricate ways in which culture and language influence each other. Surveys the basics of sociolinguistics and language policy through case studies from communities around the world. Includes a critical evaluation of the role of culture in the second-language classroom. *July 24-28, 8:00am-4:30pm*

Educational Technology Course Offerings*

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

EDCT 531 Everything Google for the Classroom (online 3 SH) Timothy Taylor

Explores Google tools that can be built into lessons to assist with classroom management and instruction. Participants will collaborate on ways to use these tools to have the greatest positive impact in their classrooms. Participants should be comfortable with surfing the web. *Online June 13-Aug. 15 (*special tuition rate: \$300 per credit hour)*

The following technology course will be held at the Shenandoah County School Board Office.

EDCT 691 “Creating” with 21st Century Tools (3 SH) Timothy Taylor

Participants will identify, use and evaluate 21st Century Learning Tools that can be used to address the top level of the “new” Bloom’s Taxonomy – Creating. These tools will be used in the context of designing and delivering instruction that is consistent with current best practices for integrating technology. *July 10-14, 8am-4:30pm (*special tuition rate: \$300 per credit hour)*

Fall 2017

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

Addresses literacy development in a larger scope than traditionally covered through school, focusing on personal, cultural and political issues related to adult literacy. Addresses adult literacy in the context of various settings, including family literacy, workplace literacy and community literacy programs. *TBA; \$50 technology fee may apply*

EDSL 571 Language Acquisition & Grammar (online 3 SH)

Explores current topics and issues in the study of language acquisition, language development, and grammar. Offers teachers practical ideas for teaching grammar in the context of today's classroom. *TBA; \$50 technology fee may apply*

EDRJ 551 Foundations of Restorative Justice in Education (3 SH) Kathy Evans

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. *Hybrid Sept. 7, 28, Oct. 19, Nov. 2, 9, 16, Dec. 7 (Thursdays, 4:30-7:45), remainder of instruction online*

EDSL 551 Methods of Teaching ESL/FL (3 SH) Paul Yoder

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. \$30 course fee for practicum. *Sept. 9, 23, Oct. 21, Nov. 11 (Saturdays, 8:30am-4:30pm), remainder of instruction online*

EDLA 521 Integrated Literacy Instruction (3 SH) Tracy Hough

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. *_Sept. 16, 30, Oct. 14, 28, Nov. 18, Dec. 2 (Saturdays, 9:00-4:00)_*

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

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. Prerequisite: Admission to Candidacy. *Sept. 6 - Dec. 13 (Wednesdays, 4:30-7:30pm)*

Educational Technology Course Offerings*

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

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

Explores Google 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 positive impact in their classrooms. Participants should be comfortable with surfing the web. *Sept. 12-Dec. 8 (*special tuition rate: \$300 per semester hour)*

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

Explores 21st century workplace success beyond basic knowledge and skills. In Problem-Based Learning, students not only understand content more deeply but also learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be creative innovators. Participants will identify, use and evaluate technology resources in the context of designing and delivering instruction using the Problem-Based Learning instructional method. *Online Sept. 12-Dec. 8 (*special tuition rate: \$300 per semester hour)*

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

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. *Online Sept. 12-Dec. 8 (*special tuition rate: \$300 per semester hour)*

Please note that course work typically extends beyond the last class session.

Pre-register by completing and submitting the registration form for Main Campus, Harrisonburg, VA.
<https://emu.edu/maed/forms/ma-in-ed-graduate-course-registration---va/>

You will be put on the class roster. Official registration will take place prior to the first session of each course. Full payment will be due at the first session or through your myEMU CASHNet account.

Order your textbooks from EMU bookstore,
<http://www.bkstr.com/easternmennonitestore/home/en>
delivered to your home or to be picked up at EMU.

The tuition rate for the Master of Arts in Education Program and the Graduate in Education Non-degree Program is **\$440.00 per semester hour** unless otherwise noted.* **Institutes and special courses contracted with school divisions may vary in tuition rate.**

Policies

http://emu.edu/cms-links/maed/docs/MA_Handbook_17-18.pdf

MA in Healthcare Management

About

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

Distinctives of EMU healthcare management graduate studies

- Course work is multidisciplinary, requiring a summer cross-cultural experience, cross-discipline studies, and internship experiences.
- Small class size; some science lecture periods are integrated with undergraduate students with separate laboratory or graduate experiences.
- Expert faculty and new science facilities.
- Terminal M.A. degree (48 graduate semester hours) or one-year certificate (28 program semester hours). Review the gainful employment disclosure for the biomedicine certificate program.

Admissions

Timeline

Applications for Fall 2018 are also being accepted and will be reviewed beginning in February or March. Notifications of early acceptance or rejection will be sent in March by mail.

Admission Requirements

Healthcare Management graduate program entrance is based on:

*Baccalaureate degree from an accredited institution with a minimal undergraduate grade point average of 2.50.
At or above the minimal published score(s) on appropriate standardized test(s) – GRE, GMAT, MCAT, etc. OR five years of minimum experience in healthcare or business.*

- Pre-requisite undergraduate courses:

- One natural science course (biology, chemistry, or physics) OR
- One social science courses(sociology or psychology) AND
- One college mathematics course

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

Admission application procedure

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

Courses

Healthcare and Management Courses (24 SH)

Required

NURS 515 The Health Care Delivery System – online (3 SH)

Gives the health care manager a broad overview of health care delivery within the United States, along with a brief

perspective on the history of involvement in health care delivery by the Mennonite Church. The involvement of local, state, and federal agencies in the delivery of care, as well as its financing, will also be examined, along with an overview of the development of health policy. Technology's impact on the health care environment both currently and in the future will be outlined along with an exploration of healthcare informatics. In addition, comparison to other nations' health care systems will be made as well as projections for the future of the U.S. system.

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

Examines the legal and ethical issues health care managers will need to negotiate as they manage the delivery of health care both organizationally and clinically. The use of an organizational ethics committee will be outlined. Care delivery issues that emerge with changing technology will be discussed, which include procreational issues such as abortion, in vitro fertilization and the use of stem-cell technologies, end-of-life issues, advance directives and elder care. The influence of faith-based values on ethical decision making will be outlined with students expected to identify and reflect how their own personal values shape their ethical positions. The context of medical errors and resultant malpractice claims will also be examined. Multiple case studies that reflect these issues will be used to engage the students in decision-making regarding an appropriate managerial response.

MBA 540 Managerial Finance and Accounting I (3 SH)

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

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

Focuses on the dynamics of leading the health care organization in times of rapid change and how that change can be used to leverage effective organizational performance. Continuous improvement and the use of data-driven decision-making and national benchmarking, along with the fostering of a high level of employee involvement will be emphasized, as well as the effective use of organizational accountability for performance. The effective partnering with governing boards will be identified. The use of the planning process as a tool for positioning the organization for effective performance along with a review of that performance using annual performance tools will be analyzed. The use of marketing to enhance the organization's visibility in the community in which it serves will be outlined. The development of a workforce that is culturally competent and focused on the delivery of care that exceeds the expectations of a culturally diverse client base will be explored. The manager's role in shaping the organization and self-management and its importance for effective leadership will be woven in as themes throughout the course.

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

(Tentative course description) Students will study contemporary and forecasted societal stresses—from community level to global—and learn of the critical role of organizations in both contributing toward, and helping to mitigate, these stresses broadly classified as ecological, social, and economic. Students will then learn a broad range of organizational leadership and management theories, styles, and practices to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

OR

MOL 510 Introduction to Leadership Studies (3 SH)

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

MBA 530 Organizational Behavior (3 SH)

All organizations are organic, interconnected systems

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

Healthcare Electives (6 SH)

Select from the following:

MBA 520 Comparative Perspectives on Business and Society (3 SH)

Examines the range of perspectives for understanding the relationships between business and society. Anabaptist and other alternative frameworks, as well as classical and mainstream ethical frameworks, are presented and assessed from which critical issues in business are evaluated.

MBA 550 Technology, Information, and Data Analysis (3 SH)

Explores the design, operation and control of production and operations systems in manufacturing and service organizations, and explores how information resources support managerial decision making. Emphasis is given to the computer as a tool to process business data and provide timely information. Topics include data and information, capacity planning and design, process design and control, manpower and material planning, scheduling, inventory management and quality planning.

MBA 555 Human Resource Management (3 SH)

Provides an overview of the legal aspects of business. Includes topics such as agency relationships, business organizations, contracts, sales and leases and debtor-creditor relations. Special emphasis on human resource issues and applicable law. (Year 1 Summer Course)

MBA 610 Strategic Marketing Management (3 SH)

Provides an introduction to the principles and practices of marketing. Topics include marketing structure, channels of distribution, consumer behavior, pricing, advertising, industrial marketing, telemarketing and marketing research. Aspects of international marketing and service marketing are included. Consumer

behavior topics include psychological, sociological and anthropological variables that influence consumer motivation and actions.

MBA 665 Project Management and Grant Writing (3 SH)

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

MBA 670 Project Management and Intrapreneurship (3 SH)

This course will cover the basics of standard project management practice with a focus on developing internal projects and programs. From the conceptualization of the idea, pitch, proposal through the launch of a project, team building, implementation, QA, and delivery, this course will cover the whole lifecycle of Intrapreneurship practices. This course will focus on traditional project management but will also offer an introduction to Agile methodology project management.

Core goals and objectives: At the end of this course students should have an excellent grasp of the process of developing a new project or division within a company, the risks associated with doing so, and the challenges associated with financing these endeavors. Students will also be familiar with the standard PMI project breakdown structure, be able to understand and implement a project plan, be familiar with non-PMI project management processes and their associated benefits and pitfalls. Students should also be able to craft a project plan including everything from the initial charter to steps for proper closing of a project at the end of this course. Core requirements: During the course students will submit a complete proposal pitching their idea, explaining the organizational fit and function, providing a cost estimate, proposing funding options, and listing a detailed risk analysis of the proposal. Presentation: During the intrapreneurship portion of the course students will pitch their ideas to the class / instructor as well as take questions on their

proposals. Clarity, brevity, and quality of the pitch will be evaluated. Analysis / Critique: Following the presentation students will submit a short analysis and critique of their pitch based on what questions were posed, what techniques their peers presented, and their overall presentation style. Literature review: During the course of the class students will review a recent popular or literary work on Project Management of their choosing. This review will consist of a short summary of the book, a detailed analysis of the salient points, processes, and/or recommendations of the book. Not to exceed 5 pages. Project Plan: At the conclusion of the class students will submit a fully formed project plan covering every aspect of their approved project from project charter to project closing documents. Generally speaking these documents are no shorter than 20 pages, and can be considerably longer than that. Presentation: During the last full class period each student will be expected to present their project plan to the class. Presentations will likely be time-limited and as such will focus on knowledge of the material and delivery of the “elevator pitch” more than on the depth of plan presented.

MGT 642 Health Care Infomatics (3 SH)

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

NURS 503/PAX503 Practice Skills for Conflict Transformation (3 SH)

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

Core Courses in Biomedicine (24 SH)

Natural and Social Science (2 courses)

Select one each from the following two areas or two from the natural sciences:

Natural sciences:

BMC 551 Developmental Biology (4 SH)

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

BMC 612 Human Gross and Microscopic Anatomy (4 SH)

Anatomical study of body systems using mammalian and human cadaver materials. Histological studies are correlated with the above anatomical studies. Laboratory work includes dissection, osteology, and microscopy.

BMC 562 Human Physiology (4 SH)

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 Immunology (3 SH)

Survey of immunology include 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. Three lectures and one laboratory/recitation period per week.

BMS 563 Molecular Genetic (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. Two lectures periods and two laboratory/recitation periods per week.

Social Sciences:

BMS 572 Cognitive Psychology (3)

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

BMS 571 Abnormal Psychology (3)

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

Transdiscipline Core (10 SH)

BMC 610 Interdisciplinary Seminar I (2)

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

BMC 611 Interdisciplinary Seminar II (2)

This course will challenge you to grow your capacity for leadership in the medical field. Beginning with a journey inward, you will reflect on your own personal leadership history, aptitudes and style. You will create an inventory of your current leadership skills and identify gaps and target areas for future growth. Through reading and application we will reflect on what makes leadership in the medical field uniquely challenging and/or rewarding. Next we will embark on a journey outward that engages strategies for effectively linking your leadership abilities with your surrounding social environment. Here you will practice skills related to deep listening, empathic influence, compassionate communication and you will explore the power of healing relationships. The course

will conclude with an opportunity for you to practice professionalism as a future leader in the health field.

BMX 603 Cross Cultural Health Care/Biomedicine (3)

This summer course is experiential based and requires involvement and study in another cultural-setting for a three-week period. Students, under guidance from the instructor, explore values, methods, and outcomes of health care or the practice of biomedicine in a unique cultural setting. Differentiation of resources, social, psychological, and spiritual ideas contrasting the student's personal culture with the explored culture are examined. Involvements with alternative medicine and healing practices are considered as are examination of traditional health care delivery methods in the studied culture. Students maintain reflective logs during the experience and ultimately create a reflective paper that summarizes and enlarges upon their experience. Cross-cultural settings may vary but frequently include areas such as a large inner city, native American, Appalachia, or a foreign country setting. A 3.0 GPA is required at the end of fall semester to be eligible to take BMX 603 the following summer.

HCM 670 Healthcare Internship (3)

The Healthcare Internship provides a hands-on opportunity for students to study and experience healthcare management in a real-world setting. The Internship requires a minimum of 120 contact hours, supervision by a designated onsite mentor and ongoing faculty oversight. The Internship's primary goals are: (1) to expose students to a variety of healthcare management practices and platforms, and (2) to provide students with the opportunity to problem-solve around a meaningful onsite project that they can contribute to. Under the guidance of faculty and their onsite mentor, students will identify and tackle a specific outcomes-based project around which they then produce a project brief and a set of operational recommendations. Through this combined approach of field research twinned with active problem solving, the internship experientially equips students with skills necessary for management in a complex healthcare environment.

HCM 680 Healthcare Internship Presentation (1)

This Healthcare Internship Presentation builds on the foundation of BMC 670 and adds skill enhancement in the areas of constituency mapping and public presentation. It includes the following two additions

to the work required for BMC 670 (1) a constituency mapping exercise, and (2) an oral presentation of the student's project brief and recommendations to peers and agency leaders. The additional semester hour provides opportunity for gathering more information from the constituencies potentially impacted by the student's recommendations, and the public presentation encourages greater dissemination of the project's findings. This Internship extends the reach of students' findings in ways that build into potential job-seeking relationships that further their development of a marketable niche.

BMC 598 Biomedicine Practicum (1 SH)

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

Cross Discipline (8 SH)

BMC 613 Biomedical Research Design & Statistics (2)

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

BMX 613 Behavioral and Social Science Principles (3)

An overview of the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. Theoretical underpinnings of the most relevant explanation, planning, change, and evaluation theories will be reviewed and illustrated with examples of the application of these models to health promotion

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

BMX 611 Biomedicine, Faith, and Ethics in Context (3)

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

Calendar

Fall 2017

August 29	Fall semester classes begin
October 23-24	Fall Break
November 22-24	Thanksgiving recess
December 11	Last day of classes
December 15	Last day of semester

Spring 2018

January 10	Spring semester classes begin
March 5-9	Spring break, no class
March 30-April 2	Easter Break
April 27	Last day of classes
May 3	Last day of semester
May 6	Baccalaureate
	100th annual commencement

Summer 2018

Course calendar is course dependent. Contact program administrator 540-432-4338 for details.

Graduate Certificates

Graduate Certificate in Conflict Transformation

This 15-credit graduate certificate is designed for professionals who wish to develop secondary skills to further their work and organizational mission. The certificate can be completed in two semesters or two summers, or through a combination of summer, online and weekend courses. Participants work with a faculty advisor to develop a program that meets their needs.

Curriculum

Required coursework: PAX 534 Foundations I (6 SH) *OR* PAX 533 Analysis: Understanding Conflict *AND* PAX 532 Formation for Peacebuilding Practice (was PAX 503 Practice: Skills for Peacebuilding prior to SPI 2017).

Review the gainful employment disclosure for the graduate certificate in conflict transformation. <http://emu.edu/gainful-employment/conflict-transformation/Gedt.html>

Graduate Certificate in Restorative Justice

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

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

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

The certificate is 18 credit hours, which consists of six credit hours in conflict analysis and practice, six credit hours of restorative justice studies, and six credit hours

of electives. The certificate can be completed in multiple graduate level courses taken through the annual Summer Peacebuilding Institute or through the combination of one semester on campus and one summer term.

Curriculum

Curriculum for 18 hour Graduate Certificate in Restorative Justice:

- PAX 534 Foundations for Justice & Peacebuilding I (or II – PAX 634 – with special permission, based on level student wants to work at and previous experience) – 6 SH
or
- PAX 533 Analysis and PAX 532 Formation for Peacebuilding Practice (was PAX 503 Practice prior to SPI 2017) in SPI – 6 SH
- PAX 571 Restorative Justice – 3 SH
- Practice course (PAX 676 Restorative Justice Practices or SPI advanced restorative justice course) – 3 SH

Electives with advisor approval. Any CJP course can be beneficial depending on the student's area of interest.

Below are some suggested options – 6 SH

- Online restorative justice courses (when offered)
- Justice in Transition/Building Justice (in SPI)
- Circle Processes (Fall/Spring for 1 credit; SPI for 2 SH)
- Organizational development courses (in SPI)
- Community Organizing (in SPI)
- STAR (Fall, Spring or SPI)
- Philosophy & Praxis of Reconciliation (in SPI)
- Nonviolent Mobilization for Social Change (Spring)
- Mediation & Negotiation (Fall)
- Facilitation (Spring)
- Building Resilience in Body, Mind & Spirit (Spring)
- MA in Education RJ courses (especially for those wanting to work within educational settings)

What makes this program unique?

Unique features of the certificate program:

- Degree is earned through graduate courses also taken by master's degree students at CJP.
- Allows working professionals to continue working while completing their studies.
- May complement an existing graduate degree, or

- build on an undergraduate degree.
- Certificate is issued by Eastern Mennonite University's Center for Justice and Peacebuilding, a recognized leader in the field.

Review the gainful employment disclosure for the graduate certificate in restorative justice. <http://emu.edu/gainful-employment/restorative-justice/Gedt.html>

Graduate Certificate in Nonprofit Leadership and Social Entrepreneurship

About

This graduate certificate is an interdisciplinary, collaborative effort between the Master of Business Administration (MBA) and Center for Justice and Peacebuilding (CJP) programs.

Graduates will be prepared to organize, create, and manage organizations, or programs and projects, working to inspire and lead social change for the common good.

Degree requirements

The certificate is 15 semester hours, which is typically five 3-credit hour courses; these are selected in consultation with the certificate advisor to meet each student's interests or specific needs, and to form a cohesive package that equips leaders to effectively manage and lead nonprofit and non-governmental organizations (NGOs). Students wishing to earn both an MBA degree, and the Graduate Certificate in Nonprofit Leadership, must complete a minimum of 39 semester hours in a curriculum planned together with their advisor.

Course Information and Schedule

Students should plan their curriculum with at least three MBA courses and at least one PAX course:

Required courses:

- MBA 510: Leadership and Management for the Common Good
- PAX 564: Developing Healthy Organizations **or** OLS 530 Organizational Behavior

- MBA 560: Stewardship, Innovation, and Social Entrepreneurship

Elective courses* (select two):

- MBA 515: Introduction to Leadership Studies
- MBA 555: Legal Aspects of Human Resources
- MBA 610: Strategic Marketing Management
- OLS 665: Project Management and Grantwriting
- MBA 650: Sustainable Organizations for the Common Good (open only to CJP masters students)
- PAX 533: Analysis: Understanding Conflict
- PAX 600: Three Dimensional Negotiation
- PAX 601: Mediation and Negotiation
- PAX 610: Facilitation: Process Design & Skills for Dialogue, Deliberation and Decision Making
- PAX 624: Monitoring, Evaluation, and Learning
- PAX 654: Conflict Coaching

*Other graduate courses may be proposed to the certificate advisor for consideration.

Graduate Certificate in Business Administration

About

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

Degree Requirements

Master of Business Administration and the Graduate Certificate Within

The EMU master's program in business administration (MBA) prepares graduates to make significant contributions to their organizations in ways that also benefit their communities and humanity. The MBA is distinct in its orientation toward promoting the common good and viewing organizational leaders as vital influencing agents in the turn toward a more sustainable future—social, ecological, and economic. This comprehensive lens includes a strong stakeholder approach and an emphasis on ethics and stewardship of the earth and its many resources.

The graduate certificate in business administration is a subset of EMU's MBA program and is designed to provide administrative skills and tools to professionals who seek, or find themselves in, organizational leadership roles. The 15-hour certificate may be completed in as little as one year, and all credits earned may be applied toward the EMU MBA if students wish to complete the full master's degree. Certificate graduates are prepared to organize, create and manage organizations, or programs and projects, working to inspire and lead social change for the common good.

Courses – Five 3-hour courses as follows:

OLS510: Leadership and Management for the Common Good (every fall)

OLS530: Organizational Behavior (every spring)

OLS540: Managerial Finance and Accounting I (every spring)

OLS515: Introduction to Leadership Studies (every fall), or select from the Elective List

OLS or MBA free elective selected from the Elective Course List

Elective Course List:

MBA550: Technology, Information and Data Analysis (odd-year summers)

OLS610: Strategic Marketing Management (every spring)

MBA555: Legal Aspects of Human Resources (even-year summers)

MBA560: Stewardship, Innovation & Social Entrepreneurship (every summer)

OLS665: Project Management and Grant Writing (every fall)

OLS670: Project Management and Intrapreneurship (every fall)

No GMAT or prerequisite courses required

RJE Graduate Certificate

About

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

Degree Requirements

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

Required

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

Elective

Three hours of elective courses are to be taken from the following CJP (PAX) or Education (ED) courses.
EDCC 501 Creating Cultures of Change (3)
EDCC 531 Social and Ethical Issues in Education (3)
EDCI 511 Teaming and Collaboration (3)
EDCI 541 Supporting Positive Classroom Behaviors (3)
EDDA 501 At-Risk Issues in School and Community (3)
EDDA 511 Teaching Diverse Learners (3)
EDDA 631 Research in Risk and Resiliency (3)
EDI 611 The Bullying Phenomenon in Schools (3)
PAX 532 Formation for Peacebuilding Practice (3) (SPI Only)
PAX 533 Analysis: Understanding Conflict (3)
PAX 540 STAR: Strategies for Trauma Awareness & Resilience (3)
PAX 565 Leadership for Healthy Organizations (3)
PAX 571 Restorative Justice (3)
PAX 615 Leading Organizational Change (3) (has pre-reqs)
PAX 654 Conflict Coaching (3)

PAX 676 Restorative Justice Practices (3)
PAX 677 Restorative Justice & Whole Systems Approaches (3) (has pre-reqs)
PAX 688 Developing Restorative Organizations (3)

Organizational Leadership Graduate Certificate

Review course descriptions for student earning a graduate certificate in organizational leadership.

Course Descriptions for MAOL Graduate Certificate

MBA 510: Leadership & Management for the Common Good (3 SH)

Students will study contemporary and forecasted societal stresses—from community level to global—and learn of the critical role of organizations in both contributing toward, and helping to mitigate, these stresses broadly classified as ecological, social, and economic. Students will then learn a broad range of organizational leadership and management theories, styles, and practices to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

MBA 530: Organizational Behavior (3 SH)

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

MOL 520: Introduction to Leadership Studies (3 SH)

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

PAX 615: Leading Organizational Change (3 SH)

Using a case study approach, this course engages students in role playing and teams to explore the challenges of leading organizational change through a variety of scenarios in for-profit, not-for-profit, and NGO settings. Students will focus on their own case

studies as well as those provided by the instructor.
(Prerequisite: Organizational Behavior)

MOL 541-542: Mentorship Program (2 SH)

Students will be paired with mentors from the business community to meet at least every other month during each semester. The pairs will be provided with questions to guide their discussions, but pairs are encouraged to discuss any leadership-related topic that students are experiencing at work or with regard to the program material. Students will collaborate with their mentors to develop a final project that summarizes their mentoring experience, or an aspect of the experience

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

The focus of this course is skill development for working with others in the organization and outside the organization to accomplish shared goals. Topics include effective non-violent communication, the formation and development of teams, working with boards, appreciative inquiry, and interest-based negotiation.

Graduate Certificate in Humanitarian Action Leadership

About

The Humanitarian Action Leadership program offers an 18 semester hour online graduate certificate that can be completed in 15 months. This coursework is applicable for mid-career and entry level individuals and cohorts. This certificate can be combined with the Masters in Interdisciplinary Studies for those seeking a full degree.

This certificate includes specific disaster, sustainable development and leadership courses. Threads through all courses include climate change, conflict analysis and peacebuilding, justice issues, faith based development and relief, capacity building, and resiliency. Best practices and preparation for certification where available are emphasized.

Classes are delivered online. Some course alternatives include residential options during the Summer Peacebuilding Institute of the Center for Justice and Peacebuilding.

Admissions

1. A bachelor's degree from an accredited institution with at least a cumulative 2.75 GPA (based on 4.0). If this condition is not met, a graduate GPA including six or more credits will be considered.*
2. Strong written and oral communication skills in English.
3. Proficiency in and access to word processing, spreadsheet and presentation software.
4. Regular and frequent access to high speed Internet.
5. Two references (one academic, one professional)
6. A 500 word essay outlining why you are interested in this program, your objectives in pursuing this certificate, and how the program fits into your long-term goals.
7. A current resume or curriculum vita.
8. A completed application form.
9. Official transcripts from each college or university attended. (Mail to Humanitarian Action Leadership, Eastern Mennonite University, 1200 Park Road, Harrisonburg, Virginia. 22802.)
10. Application fee of \$50.00 (U.S.)
11. Applicants whose native language is not English must submit scores for either the TOEFL or IELTS

test. EMU requires a 550 on the paper TOEFL or its equivalent (Institutional code: 5181).

*For students whose studies have been disrupted a non-baccalaureate entry will be considered by the admissions committee.

Deadlines for Admission

Applications, including scholarship applications are due October 15. After this date, applications will be reviewed on a rolling basis as long as there is space in the program. Submissions will not be reviewed until the application is complete.

Humanitarian Action Leadership Curriculum

HAL 505 Leadership in Crisis, Humanitarian Aid and Disaster Recovery (3SH)

This course provides the background of and current responses to humanitarian crises. The scope includes the history, categories, theoretical models, prevention, mitigation and response to disasters caused by a complex mix of natural hazards and human action or inaction. Climate considerations are explored in each type of crises. Humanitarian response and disaster recovery efforts that can best promote resilience by reducing vulnerability and risk are highlighted. The prevailing assumption is that local communities are the first partners in response and outside agencies are in a supportive role offering resources and collaboration. The interaction between humanitarian response and long term development is included. An underlying thread is the analysis of leadership in humanitarian need situations to provide the student with an understanding of the opportunities and challenges for leadership.

HAL 520 Collaborative Sector Analysis and Assessment (3 SH)

Successful engagement in humanitarian landscapes requires an understanding of the big picture at the community, regional and national levels. In this course emphasis will be placed on processes and tools to create a robust and holistic picture of assets, needs and opportunities. Major sectors addressed include civil, economic, educational, engineering, governmental, health, housing, natural science and social science. A focus on the world view and values of each sector enables the student to understand, work with and create

partnerships between sectors with potentially cross cutting approaches to reach similar goals.

HAL 510 Trauma, Vulnerability and Resilience (3 SH)

Individuals and communities in crisis experience intense trauma and are amazingly resilient. Leaders in the humanitarian context must be equipped to understand and work within these complexities for themselves, the people they lead and the communities to which they respond. Individual and community assets and resilience will be studied as means of transforming trauma and enhancing psychosocial well-being within, but mainly after, complex violence and disaster situations. Students will be equipped to work with communities to recognize and build on their resilience as well as name and respond to the trauma experienced.

HAL 530 Transformative, Facilitative Leadership (3SH)

Humanitarian workers throughout the world are faced with the need to collaborate, to quickly assess and to plan and manage projects. Personal traits and new leadership skills are essential for successful engagement. This course will start with personal formation including a focus on spiritual and values identification and development, interpersonal and intercultural relationships along with overall leadership self-assessment and a plan for development and accountability. Moving to the group, organization and community level, the course will encompass a survey of and engagement in requisite skills for humanitarians including forming collaborative coalitions and partnerships. Current and emerging theories of leadership will be addressed. Application in the students' current work is an ongoing part of the course.

HAL 540 Program/Project Planning, Management, and Evaluation (3SH)

This course explores management needs through each phase of the project life-cycle, from initiating, planning, performing, and closing projects. Projects are often funded differently than ongoing operations, thus special consideration is given to funding streams, grant writing and the effect of projects on overall organizational work. Secondly, this course is designed to prepare students to perform qualitative and quantitative program evaluations. The course format is participatory, experiential and adaptive. Students will conduct an actual professional assignment either in project planning

or evaluation of an on-going program.

HAL 550 Internship (3 SH)

A required internship provides HAL graduate certificate students with direct experience in a humanitarian situation either domestically or internationally. During this internship the student is required to work on a significant project defined by the partner agency. Internships will be arranged through the HAL center director and with relevant agencies. This can be in the agency where the student is currently employed.

Calendar

15 Month Curriculum Plan

HAL 505

Leadership in Crisis, Humanitarian Aid and Disaster Recovery

January – April

HAL 530

Transformative, Facilitative Leadership

May-June

HAL 510

Trauma, Vulnerability and Resilience

July-August

(Or 5-day residency in the Summer Peacebuilding Institute when offered)

HAL 520

Collaborative Sector Analysis

Sept.- Dec.

HAL 540

Project and Program Planning, Management and Evaluation

Jan-April

(Or 5-day residency in the Summer Peacebuilding Institute when offered)

HAL 550

Internship

On location with agency; dates flexible.

Note for students wishing to do the residency for HAL 510, 530 or 540. These are courses sometimes offered in the Summer Peacebuilding Institute of the Center for Justice and Peacebuilding (<https://emu.edu/cjp/>)

spi/) which are deemed appropriate for the HAL graduate certificate. If you choose to take one or more of these in residency rather than online, you must opt to take the course for credit, not training and pay an extra fee to cover food and housing. If you are coming with an agency scholarship, you would also need to pay the difference between your cost and the posted fee for the credit option.

2017-18 Eastern Mennonite University Graduate and Professional Studies Academic Policies

General Information

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Acknowledgements

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Academic Policies

The information in this Graduate Catalog applies to the academic year 2017-18. The university reserves the right to change programs of study, academic requirements, the announced university calendar and other matters described herein without prior notice, in accordance with established procedures. Each graduate student should understand that published descriptions of degree requirements establish only minimum requirements. It is the prerogative of the graduate program to make changes in degree requirements at any time. The policies in the document are for all graduate programs. Please see individual program policies for additional information. In lieu of no specific EMU graduate program policy, the individual graduate department policies apply. Please review individual program policies for additional information. This Graduate Catalog is descriptive and is not to be construed as a legal contract.

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

Student Academic Integrity Policy

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

so, EMU community members grow as competent thinkers and writers.

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

A. At EMU, academic integrity means

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

B. Academic integrity includes

1. using accurate quotations. When used, quotations are exact, word-for-word as they appear in the original document. Every quotation, including a short phrase or a single word if it is unusual, includes the required citation and quotation marks.
2. using appropriate paraphrasing with documentation. Paraphrasing is more than rewording the original material. It must be nearly entirely in the writer's own words, using new phrases and synonyms. The writer may repeat technical terms. Place quotation marks around any exact words that are retained. The sentence structure should not be the same as in the source. In the paraphrase, do not add interpretations, ideas, and assessment that are not in the original source.
3. documenting and citing work that was created for a previous assignment or prior work, whether for the current course or for another one.
4. using appropriate documentation when using words from a class speaker, including the class instructor, in an assignment, i.e. cite professors' lectures.
5. using common knowledge appropriately. Common knowledge is information that is easily observed, commonly reported facts (George Washington was the first president of the United States.), or proverbs.

Common knowledge does not need to be cited, but be certain that these words are in the public domain. When in doubt, ask the professor.

6. using a dictionary to produce original work in a second language. When using software, like Google Translate, to translate words, sentences, or paragraphs from one's native language to the second language, the student is copying and not learning the language or applying skills learned in the classroom. Use a translation dictionary (I.E. English-Spanish, English-Bulgarian) to find the precise word or idiom needed to construct a sentence. Entries in a dictionary are more accurate than software that translates phrases and paragraphs. Professors would like to see your original work, not the work of a machine.

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

C. Academic integrity violation for students may be evidenced as a

1. Minimal Violation

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

- a) using a minimal number of distinguishing words from a source.
- b) re-arranging the word order of a sentence.
- c) producing a similar sentence or style from a source.
- d) using an idea or argument from a source.
- e) reproducing one's own work from a previous work.

(These items are adapted from "Westmont College Plagiarism Policy" (2002) http://www.westmont.edu/_academics/pages/provost/curriculum/plagiarism/.)

2. Substantial Violation

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

- a) cheating on a quiz, test, or exam.
- b) copying or attempting to copy someone else's work, including paraphrasing or quoting a professor's classroom lectures, handouts, and presentations without appropriate documentation.
- c) falsifying results and credentials, withholding data, misrepresenting facts.
- d) using someone else's work as one's own work.
- e) using quotations with no documentation.
- f) using an online source by copying and pasting with

no documentation. Online sources may appear free. In this case, *free* means economically free. While a source may not be paid for, it is to be used only for its specified use. A citation must be given if words, graphics, or ideas are used.

g) presenting material as one's own from a site that sells essays. Some of the papers-for-sale sites do have disclaimers that state the work must be cited. Remember, if a source can be found, the professor can also find it.

h) frequently committing minimal violations within a single document or repeatedly over time.

i) assisting another student to cheat or to copy one's own or someone else's work without appropriate documentation.

j) using Google Translate or other software to translate work from one's native language to the language of instruction and submitting the work as one's own work.

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

D. Procedures (Graduate, Seminary, and Undergraduate)

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

1. Procedures for Minimal Violations

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

2. Procedures for Substantial Violations¹

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

a) The professor will:

1. notify the student of the violation.
2. determine whether the student is guilty of the violation.
3. contact the respective chair or program director's office to check on previous student violations in order to determine first, second or third offense.
4. document the finding and the action either

- taken (First-time offense) or repeated (Second and Third-time offenses) on the Violation of Academic Integrity Record.
5. meet with the student to obtain the student's signature, either acknowledging her/his violation or acknowledging discussion in which the professor explained the charges to the student. In the event that a student refuses to sign, the professor will document that the violation was discussed with the student and the student refused to sign. (Under some circumstances, the professor may want to request another professor present as witness. Students have the option to include a faculty or staff member, e.g. academic advisor, student life personnel, coach.)
 6. submit the Violation of Academic Integrity Record to the respective chair or program director. Copies are forwarded to the dean.
- b) The dean will:
1. for undergraduate students, inform the Vice President for Student Life of violations and actions taken.
 2. for all students, follow steps described below for Second and Third-time offenses.
- c) The student will either:
1. accept the decision or
 2. submit an appeal to the respective dean in writing within five (5) working days following notification of the Academic Integrity Violation report. Reasons for the appeal must be clearly stated and based on one of the following.
 - a) Significant and relevant new evidence,
 - b) Alleged procedural error that may have affected the decision, or
 - c) Unduly harsh and arbitrary consequences of the academic integrity violation.

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

Each dean will maintain a database recording all

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

E. Consequences for Students

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

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

The graduate, seminary, and undergraduate units use this policy for processing academic integrity violations with the exception of student appeal. (See above.) This policy appears in yearly course catalogs; the *Student Handbook*;

on graduate, seminary, and undergraduate websites; and at z://provost/policies. The Academic Integrity Policy flow chart is also available at z://provost/policies.

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

Responsible party

The provost is responsible for this policy.

Policy Review

This policy is to be reviewed annually.

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

Admission to Candidacy

When students have been admitted to graduate study and enter into their graduate work, they are not yet candidates for a degree. Admission to candidacy 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 is defined within each degree program. Admission to candidacy is required for work in the program beyond this point.

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

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

Admission: Decisions and Appeals

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

Admission: Matriculation Deferral

Students who apply and are admitted to the graduate program but are unable to enroll in the term specified may request to have their admission deferred for one academic year. If after one year the student is still unable to enroll, the student must re-apply for admission. Individual graduate programs will work with applicants on documentation needed for re-applying.

Advising

Each graduate student is appointed a faculty member to serve as an advisor. Until the faculty advisor's appointment, the program director 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.

Auditing

Students may enroll to audit classes when there is room in a class and with permission of the instructor or program director (individual programs may have classes that are not open to auditors). Persons who are not currently enrolled in a graduate program and wishing to audit courses, will be asked to submit the request to the program director, including information on what class they wish to take and the reason for wanting to take the class. If permission is granted to audit the class, the student will then complete the registration process. While submission of course assignments is not required, preparation for class, regular attendance and participation is expected. No academic credit is granted

for auditing courses. Students who enroll as auditors will register and pay the designated audit fee. (see Financial section for audit fee) 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.

Senior Citizen Class Attendance

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

Commencement Participation

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

Course, Credit and Enrollment Information

Completion of Coursework

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

Course Cancellation

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

Courses taken by EMU Students at Other Schools

A student should secure advance approval from the graduate program director 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 or advisor.

Courses Taken As a Non-degree Student

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

Course Syllabi

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

Credit for Practicum/Internship Experience

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

Classroom and Study Time

Course work for a graduate course involves a significant commitment of time. For courses with face to face class time the typical formula for determining academic

activities related to a course is 2.5 to 3 hours outside of class for each hour in class. Thus, if enrolled in a typical 3 credit course that meets for three hours each week a student should expect to spend between 10 and 12 hours total time per week devoted to that course. Assuming a 15 week semester, the student would devote on average 150 to 180 hours on that course.

Classroom and Study Time for Online Students

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

Graduate Full-time Enrollment

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

Grading System and Quality Points

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

A Excellent	
A	4.0 quality points per semester hour
A-	3.7 quality points per semester hour
B Good	
B+	3.3 quality points per semester hour
B	3.0 quality points per semester hour
B-	2.7 quality points per semester hour
C Marginal	
C+	2.3 quality points per semester hour
C	2.0 quality points per semester hour
F	Failure, 0 quality points
P	Pass: Applies only to approved courses, no quality points. Indicates performance at a B-level or better.
SP	Satisfactory Progress: A non-terminal grade for a continuing course

W	Withdrawal: Indicates student withdrawal from the course
AU	Audit: No credit given.
I	Incomplete

Academic Probation and Dismissal

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

Graduate students may be dismissed from a graduate program upon:

Receiving a grade of "C" or below on nine hours of graded work or

Receiving a second grade of "F" or

Exhibiting attitudes, behaviors or lifestyle inconsistent with the mission of Eastern Mennonite University or the graduate program.

Dismissal decisions are made by the individual graduate programs.

Grade Reporting

Grades are available to students through myEMU at HU(<https://my.emu.edu/ics/Academics>) U. Payment of account is required for the release of grades.

Grade Appeals

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

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

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

If the program director does not agree to ask the instructor to change the grade, the student may appeal in writing to the graduate dean, whose decision will be final.

All grade changes must be submitted by the person who agreed to the change and use the formal grade change process of the university registrar's office.

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

Graduation GPA

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

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

Conflict and Grievance Procedure

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

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

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

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

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

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

Ineligibility

Persons with criminal histories seeking admission may appeal to the director by presenting evidence of personal change and restoration.

Intellectual Property (excerpt from Intellectual Property Policy)

The purpose of this policy is to clarify issues related to the ownership, use, and sale of intellectual property created by university personnel.

Eastern Mennonite University wishes to foster an intellectual environment that encourages creativity, innovation, and excellence while managing its resources for the benefit of all constituents. In this policy the

university seeks to foster these goals and honor traditions in the academic setting while recognizing federal laws.

Intellectual property refers to any copyrightable or patentable work.

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

To view the complete Intellectual Property Policy, contact the provost office at: provost@emu.edu

Student Complaint Policy*

Purpose

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

Policy Statement

Eastern Mennonite University welcomes open communication from students regarding its policies and practices. Student feedback helps administrators determine effectiveness and clarify and improve processes and procedures. If a student has a complaint, such complaint should be communicated to the administrator responsible for the area of the complaint. Most complaints can be dealt with through informal communication between the parties.

When a student wishes to lodge a more formal complaint in writing, the Student Complaint Form at <http://www.emu.edu/about/student-complaint-form/> is to be completed. When it is submitted, it will be received by the Assistant to the President who will forward the complaint to the administrator who is most appropriate to respond to the complaint.

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

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

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

The university recognizes its obligation to ensure that students who make complaints do not suffer adverse treatment as a result of the complaint. In the event that a student alleges such treatment, the student shall be referred to the grievance procedure for resolution and reconciliation.

Responsible Party

Responsibility for this policy lies with the President.

Policy Review

This policy is to be reviewed every five years.

Distribution

1. Faculty/Staff Handbook
2. Student Handbook

Approved by President's Cabinet, May 21, 2003

Revised March 12, 2007

Revised February 11, 2009

Updated March 2015

* Formerly Open Communication Policy

Outcomes Assessment

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

Non-degree Seeking Students

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

Refund Policy

Students who withdraw, drop out, are dismissed, or otherwise cease enrollment prior to completing 60%

of the semester or mini-term equivalent shall receive a refund equal to the percentage of the term remaining. Students who withdraw prior to the first day of classes shall receive a full refund of all payments except tuition deposits.

Aid recipients who change their course registration after the beginning of each semester must notify the financial assistance office. Enrollment status is very important to aid eligibility. Students who withdraw must also notify the financial assistance office. Financial aid refunds due to withdrawal are calculated using the percentage of term not completed as mandated by federal aid regulations. More information about aid adjustments and refunds related to changes in enrollment status may be obtained from the Financial Assistance Office and is also included in the Graduate Student Handbook.

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 courses offered on a standard semester basis, the following applies: courses may be added through the first five days of the semester with program approval and may be dropped with no grade through the first four weeks. Courses dropped during the fifth through ninth week are recorded as “W” (withdrawal). No change is permitted after the ninth week. Drop/Add deadlines are adjusted accordingly for courses offered on other time frames

Student Responsibility

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

Time limits for completing degree requirements

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

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

Transcripts

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

Transfer Credits

EMU graduate programs accept a limited amount of graduate transfer credit from other colleges and universities. The University Registrar determines the eligibility of credits to transfer from another institution, and the director of the graduate program makes the final determination of the applicability of transfer credit to an individual’s graduate program. See respective graduate program for additional transfer regulations.

Policy for Taking a Course Outside of the Home Graduate Program

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

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

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

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

Policies for Graduate Certificates and Master’s Degrees

Policy for pursuing a Master’s Degree and a Graduate Certificate

Graduate students may use credits from a Graduate Certificate (GC) towards an MA degree. In other words, if students complete a GC they can then use those same credits towards an MA 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, an MA degree that includes a GC within the same number of credit hours (assuming the requirements for both the MA and GC are met).

(Graduate Council approval April 20, 2015)

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

Each graduate program will assign an individual within the program to be the designated advisor for all Graduate Certificate students within that program. Each student pursuing a Graduate Certificate (GC) and Master's Degree (MA) will be assigned a faculty advisor from their home MA program. The student's home advisor will consult with the designated GC advisor in regards to specific curriculum requirements. The student will only be consulting with one advisor.

(Graduate Council approval November 2, 2015)

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

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

Graduate Certificate transfer credits: If within the same

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

(Graduate Council approval November 2, 2015)

Writing Standards - Graduate Level (revised spring 2016)

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

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. Faculty and staff support students needing reasonable accommodations in the classroom due to documented recommendations. The faculty and staff also foster the development and use of strategies that promote independence and personal success.

Accessing Services

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

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

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

Graduate and Professional Studies Tuition and Fees

Program	Tuition	Amount
MA Counseling	Per credit hour	\$660
Center for Justice & Peacebuilding	Per credit hour	\$700
Summer Peacebuilding Institute (SPI)		http://www.emu.edu/cjp/spi/costs/
Strategies for Trauma Awareness & Resilience (STAR)		http://www.emu.edu/cjp/star/training/costs/
M.A. in Education, Harrisonburg	Per credit hour	\$450
M.A. in Education, Lancaster	Per credit hour	\$450
Master of Business Administration	Per credit hour	\$600
Collaborative Master of Business Administration	Per credit hour	\$759
M.A. in Organizational Leadership	Per credit hour	\$600
M.S. in Nursing	Per credit hour	\$575
Humanitarian Action Leadership	Per credit hour	\$650
M.A. in Biomedicine Full-time (9-15 hours)	Per semester	\$8700
M.A. in Biomedicine Part-time (1-8 hours)	Per credit hour	\$850
M.A. in Biomedicine Overload (> 15 hours)	Per credit hour	\$725
M.A. in Biomedicine Summer session	Per credit hour	\$725
M.A. in Healthcare Management	Per credit hour	\$600
M.A. in Interdisciplinary Studies		Tuition is the charge per credit hour of the program in which the course is taken.

Other Charges

M.A. in Counseling Auditing (per hour)	\$220
Center for Justice and Peacebuilding Auditing (per hour)	\$235
M.A. in Education, Harrisonburg Auditing (per hour)	\$150
M.A. in Education, Lancaster Auditing (per hour)	\$150
Master of Business Administration Auditing (per hour)	\$200
M.A. in Organizational Leadership (per hour)	\$200
M.S. in Nursing Auditing (per hour)	\$183
Humanitarian Action Leadership Auditing (per hour)	\$217
M.A. in Biomedicine Auditing (per hour)	\$242
M.A. in Healthcare Management Auditing (per hour)	\$200
M.A. in Education, Lancaster Technology fee	\$50
Activity fee for M.A. in Counseling:	
1-8 credit hours (charge per credit hour)	\$3
9+ credit hours (charge per semester)	\$30
Activity fee for Center for Justice & Peacebuilding:	
1-8 credit hours (charge per credit hour)	\$15
9+ credit hours (charge per semester)	\$125
Activity fee for M.A. in Biomedicine & M.A. in Healthcare Management:	
Part-time student (charge per semester)	\$25
Full-time student (charge per semester)	\$50
General Student Services Fee 9+ credit hours (charge per semester, non-refundable)	\$100
General Student Services Fee 1 - 8 credit hours (charge per credit hour, non-refundable)	\$12 per credit hour
Student health insurance (international or full-time CJP students only)	\$3194
Application fee (non-refundable)	\$50
M.A. in Biomedicine & M.A. in Healthcare Management Tuition Deposit	\$300
M.A. in Interdisciplinary Studies individualized master's fee	\$100
Final exam out of schedule	\$35
Graduation fee (Graduate certificate)	\$25
Graduation fee	\$75

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

General Payment Information

Payment Terms

Payment for fall semester tuition, room and board less processed financial aid is due August 22, 2017.

Payment for spring semester tuition, room and board less processed financial aid is January 2, 2018.

Payment Policy

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

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

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

Payment Options

Payment Plan

- EMU recently contracted with Higher One and CASHNet to provide student payment solutions, including an interest free five month payment plan option. There is a \$35 per semester fee for the payment plan. To enroll please login to my.emu.edu and click on "View my EMU Account Online" under the Accounts tab. Then follow the steps to enroll in the payment plan.
- The 5 month payment plan must be set up by July 14, 2017.
- With CASHNet you may use major credit cards. There is a convenience fee for this service. You may also make direct payments from your checking account for no charge.

Payment Methods Accepted

- EMU's preferred method of payment is online,

students login to your my.emu.edu to view the "EMU Account Online" (link located under the accounts tab.) Parents with pin numbers (set up by their student) and authorized users pay online here.

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

Refund Policy

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

Aid recipients who change their course registration after the beginning of each semester must notify the financial assistance office. Enrollment status is very important to aid eligibility. Students who withdraw must also notify the financial assistance office. Financial aid refunds due to withdrawal are calculated using the percentage of term not completed as mandated by federal aid regulations. More information about aid adjustments and refunds related to changes in enrollment status may be obtained from the Financial Assistance Office and is also included in the graduate Student Handbook.

<http://www.emu.edu/business-office/general-payment-info/>

Financial Assistance for Graduate Programs

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

Church Match Grants

Students who receive tuition assistance grants that

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

Federal Direct Student Loans

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

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

The interest rate for Direct Student Loans borrowed after July 1, 2017 is fixed at 6.00%. Processing fees of 1.069% are automatically deducted from each disbursement of the loan. Repayment of the full amount begins six months after a student ceases to be enrolled at least half-time. See also the Federal Direct Loan Information page.

Federal Graduate PLUS Loans

The Graduate PLUS Loan is another federal loan program for graduate students. Borrowers must be credit worthy. Eligibility is determined after the unsubsidized Federal Direct Loans have been awarded. However, a student may decline the Direct Loan awards and borrow only the Graduate PLUS Loan. The interest rate is 7.00% (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 4.276% is automatically deducted from each disbursement.

University Student Services

Please see the Graduate Student Handbook for details concerning student services.

The handbook can be viewed at <http://www.emu.edu/studentlife/student-handbook/>

University Administration and Personnel

Faculty, staff and administration for all programs can be found at <http://www.emu.edu/personnel/people> Or at the individual program webpages.

Trustees

Kathleen (Kay) Nussbaum, Chair ('78), White Bear Lake, Minn.

Michelle Armster, Wichita, Kan.

Evon Bergey ('79), Perkasi, Pa.

Herman Bontrager ('72), Ephrata, Pa.

Shana Peachey Boshart ('85), Wellman, Iowa

Jonathan Bowman ('99), Landisville, Pa.

Randall (Randy) Bowman ('78), Richmond, Va.

Janet Breneman ('72), Lancaster, Pa.

Charlotte Hunsberger ('91), Souderton, Pa.

Clyde Kratz ('86, MDiv '89), Broadway, Va.

Chad Lacher ('98), Souderton, Pa.

Kevin Longenecker ('91), Rockingham, Va.

Cedric Moore ('97), Chesterfield, Va.

E. Thomas Murphy, Jr., Harrisonburg, Va.

Manuel Nunez ('94), Alexandria, Va.

Eloy Rodriguez ('03), Lancaster, Pa.

James Rosenberger ('68), State College, Pa.

Amy L. Rush ('91), Harrisonburg, Va.

Judith Trumbo ('82), Broadway, Va.

Anne Kaufman Weaver ('88), Brownstown, Pa.

Trustee information

Mennonite Education Agency representative
Carlos Romero – Goshen, Ind. www.mennoniteeducation.org