

INNIS HALL



1925



2017/2018

EASTERN UNIVERSITY

UNDERGRADUATE PROGRAMS





EASTERN
UNIVERSITY

Undergraduate 2017-2018 Catalog

*An Innovative Christian University with
Undergraduate, Graduate, Professional, Urban,
International, and Seminary Programs*

www.eastern.edu

Eastern University Is An Equal Opportunity University

Eastern University is committed to providing Equal Educational and Employment Opportunity to all qualified persons regardless of their economic or social status and does not discriminate in any of its policies, programs, or activities on the basis of sex, age, race, handicap, marital or parental status, color, or national or ethnic origin.

Regulation Change

The University reserves the right to change its regulations, courses of study, and schedule of fees without previous notice.

2017/2018 Undergraduate Programs

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INTRODUCTION TO EASTERN UNIVERSITY



PRESIDENT'S WELCOME

You and I have come to the same conclusion: Eastern University has a distinctive mission and approach that provides the highest level of education in a vibrant Christian community. That's what attracted me to this University as I began as Eastern's 9th President, and I believe that's what has attracted you.

Our promise of integrating faith, reason, and justice is not just rhetoric; it's something you will sense and feel. It's a commitment to scholarship and academic excellence, and the courage to apply our Christian faith to the hard problems of the world that demand action by those who profess biblical justice. This mission aligns with my passion for promoting education that blends spiritual formation, intellectual substance, and social action.

You will interact with faculty scholars who share your enthusiasm for knowledge and making a difference in our society. Many of you will forge life-long friendships or build career networks with others who are called to serve in your field of interest.

Whether you learn online, in a small class at St. Davids, at our Seminary or one of our Philadelphia schools, or sites nearby and overseas, you will find our full academic support and Christian encouragement wherever you are.

Our goal is not just to provide an education that leads to a career and a future. Eastern University wants you to deepen your faith as you broaden your knowledge and skills. Our goal is to equip you with the very best education based on the rock solid foundation of faith in Jesus Christ, so that whatever path you choose, Eastern will point you to a better way of living in our church, our organizations and businesses, our communities, and our planet. Welcome!



Robert G. Duffett
President



WELCOME

Eastern is a co-educational, comprehensive Christian university of the arts, sciences, and professions which seeks to provide an education rooted in a unifying Christian worldview.

The University offers courses leading to seminary and doctoral degrees, as well as the graduate degrees of Master of Arts, Master of Business Administration, Master of Science, and Master of Education. Undergraduate degrees granted are Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, and Bachelor of Science in Nursing.

*The mission is confirmed
and celebrated when
graduates believe their way
into knowledgeable action
that influences their world
in substantive ways.*

Majors include accounting and finance, athletic training, biblical studies, biochemistry, biological studies, biology, chemistry, chemistry-business, communication studies, criminal justice, economic development, elementary education, English, environmental science, entrepreneurial studies, exercise science, history, management, marketing, mathematics, missions and anthropology, music, political science, psychology, social work, sociology, Spanish, theological studies, and youth ministries.

UNIVERSITY MISSION STATEMENT

Eastern University is a Christian university dedicated to the preparation of undergraduate, theological, and graduate students for thoughtful and productive lives of Christian faith, leadership, and service. The mission is confirmed and celebrated when graduates believe their way into knowledgeable action that influences their world in substantive ways.

VISION

Eastern University is dedicated to ideas, inquiry, and the development of people of faith who will enhance the quality of society and the church. Toward that end, Eastern will continue to expand its formative role in the world as a university in which knowledge and wisdom are imbued, Christlike engagement is inspired, and stewardship is modeled.

THE GOALS OF THE UNIVERSITY

Eastern University is dedicated to the following foundational commitments:

To excellence in scholarship and teaching:

We maintain a high priority on excellence in teaching within the context of exemplary scholarship and research. Guided by our faith in Jesus Christ, who is “the way, the truth, and the life” (John 14:6), we believe in the unity of God’s truth, whether supernaturally revealed or humanly discovered; we value the search for knowledge and understanding in all areas of life. Thus we desire to foster an environment in which:

- Students develop intellectual curiosity, passion, and agility, valuing the life of the mind and life-long learning;
- Students develop their critical thinking, reflection, analysis, and communication skills;
- Students develop knowledge and competencies in the arts, sciences, and professions;
- Faculty are supported in and recognized for scholarship of discovery, integration, application, and teaching.

To the whole gospel for the whole world through whole persons:

We recognize the Bible, composed of the Old and New Testaments, as inspired of God and as the supreme and final authority in faith and life. We submit ourselves to carrying out our mission under its authority and seek to apply biblical principles to all facets of human aspiration and action, including the centrality of personal transformation. We affirm the importance of calling all persons everywhere to personal faith and faithful discipleship in following Jesus Christ as Savior and Lord, including living out the whole gospel in a needy and lost world. Thus we seek:

- To enable students to develop a Christian worldview, grounded in the Scriptures;
- To enable students to discern the ethical consequences of decisions and actions;
- To foster an environment in which all members of the campus community desire and participate in their own Christian formation;
- To develop a campus community where all give witness to a Christian worldview, through action and voice, motivated to explore faithfulness to Christ through Christ-centered study, work, and living.

To justice, reconciliation, and transformation:

In our commitment to sharing the whole gospel to the whole world, we acknowledge with sorrow the brokenness of the world at personal, national, and international levels. Thus we seek to work for Christian transformation, justice, and reconciliation, in all areas of life as these

are grounded in our understanding of Christ’s calling to us. We particularly seek to work with and for the poor, oppressed, and suffering persons as part of our Christian discipleship. Thus we seek:

- To provide educational opportunities and financial aid as best we can for those with few or no financial resources to attend a private Christian university;
- To motivate students to assume responsibility for justice and to show a transformative influence — especially regarding social, political, and economic justice;
- To enable all members of the campus community to participate in opportunities for meaningful service, demonstrating love for God and neighbors and working towards justice.

To responsible leadership and stewardship:

We believe that our complex society needs leadership in all institutions that is intelligent, informed, insightful, ethical, strategic, and just. We are dedicated to graduating students whose wisdom, Christian values, and skills enable them to lead and manage such institutions, including those that are the most influential. Similarly, we commit to excellence in the leadership of Eastern and in the stewardship of University resources. Further, we believe that we are to care not only for people throughout the world, but also for creation itself as responsible stewards of the environment and other physical resources. Thus we seek:

- To prepare students to live in an interdependent world, aware of societal and global problems and committed to engage in solving them;
- To engender the wisdom and character necessary for sound Christian leadership;
- To inspire all members of the campus community to care for creation as responsible stewards and to model that care in the use of University facilities and resources.

To Christian community:

Our commitments lead us to work towards shaping a campus community that embodies values of Christian witness, caring and compassion, justice and integrity, competence and affirmation. We wish to treat each member of the campus community with fairness, dignity, and respect, seeking a spirit of unity and harmony as we join together to achieve our common mission. Thus we seek:

- To foster genuine community, where individuals show compassion and friendship towards others in the spirit of Christian love;
- To help students increase in self-awareness and in their sensitivity towards others and others’ needs and situations;
- To foster an environment where diversity is appreciated and reconciliation is practiced;

- To equip all members of the campus community to live well with one another, honoring, supporting, and affirming one another.

ACCREDITATION AND MEMBERSHIPS

Eastern University is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104. (267.284.5000) www.msche.org. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Eastern University's Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE), an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202.887.6791) www.aacn.nche.edu.

Eastern University's Bachelor of Science in Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2201 Double Creek Drive, Round Rock, TX, 78664, (512.733.9700). www.caate.net. CAATE is not recognized by the Council for Higher Education Accreditation. Successful completion of the CAATE accredited program determines a candidate's eligibility for the Board of Certification (BOC) examination. BOC is recognized by the National Organization for Competency Assurance.

Eastern University's baccalaureate degree programs accredited by Specialized Accrediting Organizations recognized by the Council for Higher Education Accreditation include:

Bachelor of Science in Exercise Science

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
1361 Park Street Clearwater, FL 33756
(727.210.2350) www.caahep.org

Bachelor of Social Work

Council on Social Work Education (CSWE)
1701 Duke Street, Suite 200
Alexandria, VA 22314-3457
(703.683.8080) www.cswe.org

Eastern University's programs for the preparation of teachers at the bachelor's and master's level, for the preparation of school counselors and school psychologists at the master's degree level, for school nurses and supervisors at the specialist's level, and for school principals and superintendents at the educational administration level are recognized by:

The Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126
(717.783.6788) www.education.state.pa.us.

Upon successful completion of all eligibility criteria, Eastern University's Loeb School of Education forwards applications to the Pennsylvania Department of Education for final review and issuance of teaching, specialist, and educational administration certifications.

MEMBERSHIPS

- American Association of University Women
- American Association of Colleges of Nursing
- American Council on the Teaching of Foreign Languages
- Association of American Colleges
- Association of Baccalaureate Social Work Program Directors
- Association of Independent Colleges and Universities of Pennsylvania
- College Entrance Examination Board
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education (of the American Association of Colleges of Nursing)
- Council for the Advancement and Support of Education
- Council for Christian Colleges and Universities
- Council of Independent Colleges
- Council on Social Work Education
- International Assembly of Collegiate Business Education
- National Association of Independent Colleges and Universities
- National Association of State Directors of Teacher Education and Certification
- National Collegiate Honors Council
- North American Association of Christians in Social Work
- Pennsylvania Higher Education Nursing Schools Association
- Pennsylvania Association of Colleges and Universities (PACU)

APPROVALS

- American Dental Association
- American Medical Association
- Higher Education Department of the University of the State of New York
- Pennsylvania Board of Law Examiners
- Pennsylvania Department of Education
- Pennsylvania State Board of Nursing
- U.S. Department of Homeland Security for non-immigrant alien students
- U.S. Department of State for Exchange Visitors



It is classified by The Carnegie Foundation for the Advancement of Teaching:

- Master's – Larger Programs

It is approved for Veterans' Education and a participant in the Yellow Ribbon Program.

This school is authorized under federal law to enroll non-immigrant alien students.

HISTORY

Eastern University was founded in 1932 as a department of the Eastern Baptist Theological Seminary, which began in Philadelphia, PA, in 1925. This college division was organized for the purpose of supplementing the professional preparation of ministers. In 1938, the Department of Public Instruction of the Commonwealth of Pennsylvania approved the granting of the A.B. and the Th.B. degrees upon the completion of a six-year course of study. In 1948, a third year was added, making a seven-year course leading to the A.B. and B.D. degrees.

After almost twenty years of growth and progress, the Board of Trustees voted on April 17, 1951, to secure a charter and organize Eastern Baptist College as a separate institution. The Charles S. Walton estate was purchased for the college at St. Davids, PA. The purpose of the college was to prepare students not only for the ministry, but for all walks of life. The curriculum was enlarged, the faculty was strengthened, and a co-educational liberal arts college was opened. Classes began in September, 1952, and the college received accreditation in 1954.

Early in 1972, the legal name of the school was changed to Eastern College: A Baptist Institution. The purpose of this change was to increase its appeal to all evangelical Christians, though the school retains its relationship to the American Baptist Churches in the USA. Eastern continued to grow in size and complexity, and was granted university status in December, 2001. Eastern University reunited with Eastern Baptist Theological Seminary in 2003. Honoring the legacy of its longest-serving President, Gordon Palmer, Eastern Baptist Theological Seminary was renamed Palmer Theological Seminary on July 1, 2005.

Today, Eastern University comprises Palmer Theological Seminary, the College of Arts and Sciences, the College of Business and Leadership, the College of Education, the College of Health and Social Sciences, the College of Theology and Ministry, Templeton Honors College, and Esperanza College. Eastern University enrolls over 4,400 students in these undergraduate, graduate, urban, professional, international, and Seminary programs.

Historically, the trustees, administration, faculty, and staff have sought to shape Eastern University to reflect the following characteristics. These aspects are captured in the University's mission, goals, and vision statements,

and they have characterized Eastern throughout its rich history.

Academic and co-curricular programs at Eastern University are planned and carried out in the hope that all members of the University community will:

- Appreciate that all truth is from God and that Jesus Christ should be acknowledged as the Lord of the intellect;
- Display a knowledge of biblical teachings and their application to life situations;
- Seriously consider the claims of Jesus Christ as Savior and Lord;
- Develop a Christian worldview;
- Be committed to excellence in their academic work and to life-long learning;
- Be determined to apply their knowledge in service to others;
- Be equipped with the communication and problem-solving skills which will enable them to participate creatively in society;
- Be aware of their own worth and potential;
- Increasingly develop self-awareness and sensitivity to the needs and feelings of others;
- Be aware of their historical and aesthetic heritage;
- Have a grasp of the wonder of the created universe;
- Develop an appreciation of diversity among individuals and among cultures;
- Be prepared to live in an interdependent world, aware of global problems and dedicated to bringing God's justice and peace to all individuals and societies;
- Exercise Christian stewardship of their time, possessions, and bodies.

... all truth is from God and that Jesus Christ should be acknowledged as the Lord of the intellect ...

To these ends, the residential college has sought to:

Attract persons who are:

- Committed to the achievement of these outcomes;
- Capable of participating fully in the life of the University as a community of Christian learners.

Develop a curriculum which includes:

- An emphasis on basic skills in writing, speaking, logic, mathematics and a foreign language,
- A liberal arts core which provides exposure to the major disciplines of the humanities, social sciences, and natural sciences,
- An emphasis on biblical and theological understanding,
- In-depth study in one field,
- Pre-professional and professional opportunities for those students desiring them,
- Intentional integration of a Christian worldview with the academic disciplines.

Design an environment which fosters:

- Students' management of intellectual and psychological maturation processes in themselves and others,
- Open-minded inquiry and expression of differences of opinion, stimulating all members of the University community to explore new areas of knowledge and patterns of thought,
- A sense of personal integrity and recognition of the rights and responsibilities of each individual,
- The assumption by students of increasing responsibility for their own lives,
- The development of policies and procedures that enable all persons associated with the University to know that they are respected and that their opinions are heard.

Develop resources which will ensure:

- Maintenance of the physical facilities necessary for the academic and co-curricular programs in a manner that demonstrates a sense of stewardship,
- The fiscal health of the institution through a broadening base of support and effective management of human and financial resources.

Further, the University has been committed to:

- Effective communication of the purposes and goals of the institution both internally and externally;
- Constructive relations with graduates designed to benefit both the University and the alumni;
- Vigorous pursuit of these goals by all members of the University community;
- Continuous study of goal achievement.

DOCTRINAL STATEMENT**Section I**

- We believe that the Bible, composed of Old and New Testaments, is inspired by God and serves as the rule of faith and practice, being

the authoritative witness to the truth of God embodied in Jesus Christ.

- We believe in one God eternally existing as Three Persons.
 - We believe in God the Creator, author of all life and our salvation.
 - ♦ We believe that God created human beings, male and female, in the image of God as an expression of God's eternal love, to live in God's perfect will. As such, human beings are called to be faithful stewards of God's creation and to live in relations with God, each other, and the created world.
 - We believe in God the Spirit, Lord and giver of life, who reveals Jesus Christ to human beings to transform them through conversion and sanctification to full humanity as willed by the Creator.
 - ♦ We believe that Jesus Christ was conceived through the power of the Holy Spirit, born of the Virgin Mary, and is truly God and truly human.
 - ♦ We believe that he lived a fully human life as Jesus of Nazareth, who walked with us, ministered to us, and proclaimed the Reign of God.
 - ♦ Because human beings sinned and suffered the penalty of death, we further believe in the life and death of the Lord for our sins, in the resurrection of his body, in his ascension to heaven, and in his personal and visible future return to the earth.
- We believe that our salvation is received through faith by grace through Jesus Christ, the only and sufficient mediator between God and humanity.
- We believe that Jesus Christ commanded us to be baptized and to partake of the Supper in his name.
 - We believe that baptism is the immersion of a believer in water in the name of God the Father, God the Son, and God the Holy Spirit, signifying redemption through the death and resurrection of Jesus Christ together with the believer's death to sin and resurrection to newness of life.
 - We believe that the Lord's Supper is a commemoration of the Lord's death until he returns.
- We believe that the Church is Jesus Christ's body on earth, called to witness and proclaim the good news of God's Reign and salvation to the world. The Church consists of believers, called by Jesus Christ to worship God, serve one another in a spirit of love and truth, and to proclaim God's Reign—not only through word, but also through deeds of love and justice. As a witness to the Reign of God, the Church

embodies God’s will to be one in diversity, to care for “the least of these,” and to proclaim hope. Therefore, the Church is a light unto the world at all times and in all places.

Section II

Every member of the Board of Trustees, every administrative officer of the Institution, professor, teacher, and instructor shall annually subscribe over his or her signature to the Doctrinal Statement, excepting only that a non-Baptist individual occupying any of the foregoing positions shall not be required to subscribe to that part of the Doctrinal Statement regarding the mode of water baptism.

Section III

Whenever a member of the Board of Trustees, administrative officer, professor, teacher, or instructor is not in complete accord with the foregoing Doctrinal Statement (set forth in the preceding statements, Sections 1 and 2), he or she shall forthwith withdraw from the Board and all positions and connections with the University, and his or her failure to do so shall constitute grounds for his or her immediate removal from such positions by the Trustees.

Statement of Behavioral Standards and Expectations

Eastern University, as an intentional evangelical Christian academic community, aspires to pattern itself after the relationship between Jesus and his followers. That first Christian community demonstrated the attributes of

forgiveness and accountability, affirmation and challenge, forthrightness and patience, in a spirit of servanthood and respect for diversity in the body of Christ. Eastern University attempts no less.

As a Christian university and a Christian community, we are concerned with establishing standards of conduct

consistent with a Christian lifestyle. We believe these standards flow from biblical values and from our commitment to be witnesses to one another. We also believe these standards are in the best interests of each individual student as well as the community as a whole.

Believing that freedom is essential to Christian growth and maturity, the University limits its rules and regulations to policies and practices considered essential to the community’s well-being. The following are specific violations of University policy and will result in disciplinary proceedings:

1. All forms of dishonesty, including cheating, plagiarism, furnishing false information to the University, and altering documents with the intent to defraud.
2. The use, sale, distribution and/or the possession of marijuana and other illegal drugs.
3. Unauthorized use of tobacco products. The campus is smoke free.
4. The use or possession of alcoholic beverages on campus or in areas adjacent to the campus.
5. Inappropriate behavior resulting from being drunk, intoxicated, or under the influence of alcohol or illegal drugs.
6. Unauthorized visitation in University housing.
7. Inappropriate displays of affection.

Students who violate these expectations and standards are accountable for their behavior. The principle of accountability is basic to providing a climate that encourages students to take responsibility for their choices and actions. Students can expect to be confronted, counseled, advised and when warranted, disciplined. In order to provide a climate of trust and trustworthiness, the University, through the Dean of Students, is committed to the principle of due process for all students. Practices in disciplinary cases may vary in formality with the gravity of the offense and the sanctions to be applied. (Note: The full statement of “Behavioral Standards and Expectations” can be found in the *Student Handbook*.)

Believing that freedom is essential to Christian growth and maturity, the University limits its rules and regulations to those considered essential to the community’s well being.



ADMISSION TO UNDERGRADUATE PROGRAMS

ADMISSION OF TRADITIONAL BACCALAUREATE UNDERGRADUATE STUDENTS

Eastern University welcomes applications for admission from students who have academic promise, high moral standards, and are motivated to complete their education at the collegiate level. The University admits those applicants whom it believes to be best suited for its academic program and most likely to benefit from it.

All persons, including current high school students, who wish to take even one course at the University must first apply for admission.

The educational programs of Eastern University are open to all intellectually and academically qualified persons regardless of their economic or social status. The University does not discriminate in its admission policies or in any other policy, program, or activity on the basis of gender, age, race, color, national or ethnic origin, handicap, marital or parental status.

Note: The following information applies only to students seeking admission to Eastern's "traditional" undergraduate programs. Those interested in Eastern's adult and/or non-traditional undergraduate programs should obtain specific information on admission requirements and financial aid availability from the appropriate departments. Visit www.eastern.edu for admission and program information.

CAMPUS VISITS

Tours of the Eastern University campus and visits to classes can be arranged weekdays throughout the year. Interviews with an admissions counselor can be arranged at any time. Prior arrangements must be made for tours or interviews by calling 800.452.0996 or 610.341.5967, or by e-mailing veastern@eastern.edu, or by visiting www.eastern.edu/visit_EU. The Office of Undergraduate Admissions is open weekdays from 8:30 a.m. to 5 p.m. and Saturdays by appointment.

BASIS FOR ADMISSION

Eastern University expects students to have followed a college preparatory curriculum in their secondary education, including courses in humanities, mathematics, laboratory sciences, and social studies. The University will consider students for admission based upon the following criteria:

- SAT combined evidence-based reading and writing and mathematics subscores (400 to 1600) of at least 1000, or ACT composite score of at least 20;
- graduating in the top 50% of one's high school class;
- letters of reference indicating a strong likelihood of succeeding at Eastern;

- a personal essay responding to the Mission and Faith Statement of the University.

Students who do not meet the above standards but are highly motivated are invited to apply and may be asked to come to campus for an interview and placement testing before an admissions decision is made.

CUSHING CENTER FOR COUNSELING AND ACADEMIC SUPPORT

Services offered through the Center for Counseling and Academic Support (CCAS) can help students who show potential to succeed in college provided they have adequate support through counseling or tutoring. In addition to services during fall and spring semesters, CCAS offers the EQUIP pre-college summer program, designed to introduce students to college life and strengthen key academic and study skills. Some entering students may be required to attend EQUIP and/or use services throughout the year. Interested applicants should contact the Office of Undergraduate Admissions for further information.

ACT 101 PROGRAM (PA HIGHER EDUCATION EQUAL OPPORTUNITY PROGRAM)

The Act 101 Program, offered at Eastern through the Cushing Center for Counseling and Academic Support (CCAS), offers special academic, personal, and financial support to help motivated Pennsylvania residents with certain academic and financial needs enter and succeed in college. (Only students pursuing their first bachelor's degree in Eastern's traditional undergraduate programs are eligible.) Interested applicants can contact the Office of Undergraduate Admissions or CCAS for more information.

TRANSFER APPLICANTS

Eastern University welcomes applications from well-qualified graduates of two-year colleges as well as from students who have earned college credit at other post-secondary institutions.

TRANSFERRING CREDIT

- Graduates of regionally accredited two-year schools (e.g., Middle States Commission on Higher Education) who earned the Associate of Arts or Associate of Science will receive credit for all courses completed in their degree programs. Other transfer students from regionally accredited post-secondary institutions are granted transfer credit for college-level courses with final grades of C (with equivalent of 2.0 quality points on a 4-point scale) or higher. Courses with no Eastern University equivalent may be granted elective credit within the corresponding academic department. Technical, professional and pre-professional courses completed at accredited post-secondary institutions are considered individually and may qualify for up to 30 semester hours of transfer credit. Eastern accepts credit for noncollegiate sponsored instruction and training programs as recommended by

the American Council on Education. Distance learning may be accepted in transfer if the credit originates at a regionally accredited college or university and is posted on an official transcript from that institution.

Credit for departmental exams and experiential learning posted on transcripts from regionally accredited colleges and universities will be accepted in transfer.

In addition, students may request undergraduate credit for course work completed at post-secondary institutions accredited by one of the following organizations:

- Accrediting Council for Independent Colleges and Schools (ACICS) - Full credit is granted for courses with grades of "C" or higher posted to an official transcript.
- Association for Biblical Higher Education (ABHE) – Partial credit is granted based on course-by-course evaluation of an official transcript if the student submits a petition and supporting material to the Registrar after completing 24 Eastern University credits with grades of "C" or higher.
- Accrediting Commission for Career Schools and Colleges (ACCSC) or Accrediting Bureau of Health Education Schools (ABHES) - Provisional approval is granted until three students from the same institution earn baccalaureate degrees from EU. Up to 30 elective credits for specialized course work and up to 6 credits for General Education will be considered on a course-by-course basis if the official transcript confirms conferral of a specialized associate degree.

A student may petition for consideration of prior credit earned from a post-secondary institution not accredited by one of the organizations listed above. Course syllabi and other supporting documentation must be provided with the petition. If the student successfully completed at least 24 semester credits at a regionally accredited institution and the courses under consideration are judged to meet the University's criteria for quality and college-level learning, partial credit may be awarded up to a maximum of 24 semester credits.

Grades and quality points from transfer institutions are not included in the Eastern University grade-point average for entering transfer students, although past performance is considered in judgment of academic progress.

INTERNATIONAL APPLICANTS

Eastern University welcomes applications for admission from well-qualified, non-U.S. resident citizens of other countries. The admission procedures are the same for all students with the exception of the SAT, which is optional for international applicants. (However, if the international applicant does not take the SAT, he/she may not be considered for academic/merit based scholarships). The Test of English as a Second Language (TOEFL) with a minimum Internet score of 79 or IELTS score of 6.5 is

required for any student whose native language is not English.

An affidavit of financial support is required as part of the admissions process for international applicants. This document and the accompanying financial statements provide information that the applicant has sufficient financial resources to meet the expense of enrolling in the University. An advance payment of \$150 is required before the I-20 will be mailed to the accepted applicant in his/her home country.

Eastern University is approved by the Department of Homeland Security, U.S. Customs and Immigration Services (USCIS) to issue Form I-20A-B for Nonimmigrant (F-1) Student Status.

HOW TO APPLY FOR ADMISSION

1. Apply online to Eastern University for free on Eastern's Web site or submit a paper Application for Admission with the \$25 fee payable to "Eastern University."
2. Have the Applicant Reference Form completed and returned to the Office of Undergraduate Admissions.
3. Request the official SAT or ACT score report to be sent to the Office of Undergraduate Admissions (Eastern University code: 2220). Applicants whose native language is not English must also submit the official Score Report of the Test of English as a Foreign Language (TOEFL) or IELTS.
4. Request an official copy of the high school record to be sent to the Office of Undergraduate Admissions and a final copy sent after graduation. A GED will be accepted in place of the high school transcript for applicants who did not graduate. Home-schooled students may present a transcript compiled by their home-schooling parents in place of a high school diploma or GED. However, if SAT or ACT scores are below the University's minimum admission standard, applicants will be asked to provide additional information about graduation requirements and record-keeping standards established by their local educational authority. International applicants should submit certified mark sheets and examination results.
5. Transfer applicants may omit official SAT or ACT score reports, but must have official transcripts of all previous high school, college, and university course work sent to the Office of Undergraduate Admissions with final grades posted. Transfer applicants may be asked to provide course syllabi for the proper evaluation of transfer courses.



WHEN TO APPLY

Eastern admits students for both the Fall and Spring semesters on the basis of rolling admission. Because of the ever-increasing number of applicants to Eastern, the following guidelines are recommended:

Regular Application – the senior year of high school (September 1-May 31). Application during the first semester of the senior year is recommended.

Late Application – After June 1 of the entering year. Eastern may not be able to offer on-campus housing and the entering class may be full.

PREVIOUSLY APPROVED APPLICATIONS

Admission approval remains in effect until the originally intended matriculation date. If an approved applicant who did not matriculate wishes to do so after this period has elapsed, he/she must send a written request to the Office of Undergraduate Admissions and submit official transcripts for any additional academic work. Application documents are held for two years after the originally intended matriculation date. Applicants who have taken course work elsewhere will have their admission re-evaluated.

ADVANCED PLACEMENT

Eastern University participates in the College Board Advanced Placement program. Students whose scores on Advanced Placement tests are 3, 4 or 5 will be granted academic credit for equivalent college courses.

COLLEGE CREDIT FOR HIGH SCHOOL STUDENTS

Eastern University encourages above-average high school students who are at least 16 years old to take college courses in fields not available in the high school curriculum and in other fields at a more advanced level. The student earns full college credit for each course. Each applicant is individually considered for admission to this program. Acceptance into this program does not guarantee the applicant admission to the University as a degree candidate. More information may be obtained by writing to the Office of Undergraduate Admissions.

INTERNATIONAL BACCALAUREATE

Eastern University will award up to 30 credits for the International Baccalaureate. Diploma exams with scores of 5, 6, or 7 will be evaluated for transfer credit and applied as core, major or elective courses depending on the subject. Credit will not be duplicated for equivalent college courses or AP exams in the same subjects.

NON-DEGREE STUDIES

Eastern University provides several ways in which applicants not seeking a degree may enroll in courses. Contact the Office of Undergraduate Admissions for the appropriate application.

Transient Applicant • An undergraduate student enrolled at another college or university may apply to take courses for the purpose of transferring them to the home institution. He/She must submit a brief application and a letter from the academic dean indicating that he/she is in good academic standing and has the approval of the home institution to take courses at Eastern University.

Adult Learner Applicant • Any person over 22 years of age with no previous college experience is welcome to request course registration on a space-available basis. An application and an official high school transcript (or GED) are required, along with references. No pre-college test is required for admission.

Summer Guest Learner • Any person over the age of 16 is invited to register for online coursework with Eastern University in the summer. To enroll as a non-degree seeking, summer Guest Student at Eastern University, fill out our Visiting Learner Application for Online Studies. Current college students enrolled at other institutions may be asked to submit an unofficial transcript from their home institution. Other applications may be asked to submit a statement of purpose for enrollment in their course.

Auditing Applicants • Any interested person may audit a course with the permission of the Registrar and the instructor. (Note: Auditing students attend class but do not take exams. They do not receive academic credit or a grade for the course.) Auditors are required to submit a brief application and to meet with the Registrar to discuss the course to be audited.

Financial Assistance Eligibility • Students enrolled in non-degree programs are not eligible to receive Title IV Aid (Federal Pell Grants, Federal SEOG Grants, Federal Work-Study, Federal Perkins Loans, Federal Direct Stafford Loans, Federal Direct PLUS Loans) or Eastern University funded scholarships or grants.

RESCINDING ADMISSION

Eastern University reserves the right to rescind an offer of admission to a candidate if new information comes to light after the candidate has been admitted, such as a decline in academic performance, which would have negatively impacted the original admissions decision.

READMISSION

Readmission after an absence of less than five years: Students who withdrew from Eastern University and plan to resume their studies within the five-year period following the exit date must apply for readmission through the Advising Office. The Application for

Readmission form with instructions is provided on the Registrar's web page www.eastern.edu/offices-centers/office-registrar. A completed application form must be submitted to the Advising Office at least four weeks prior to the beginning of the readmission session. All official transcripts from other schools attended during the period of absence must be sent to the Office of the Registrar for evaluation. Academic credit for courses and grades earned at other academic institutions may be granted up to the maximum permitted by the specific Eastern University program. Qualified applicants are accepted in good standing or on academic probation once they have paid all past due balances to Eastern University and other schools attended since leaving Eastern. Notification of the readmission decision is communicated to the applicant by electronic mail.

Readmission after an absence of more than five years: Students who have not returned to Eastern within the period of five years must apply through the Admissions Office. The online application is provided on Eastern's web site www.eastern.edu. The applicant must have paid all past due balances to Eastern University and other schools attended since leaving Eastern and complete all steps in the current admissions process. Official transcripts from other schools attended during the period of absence must be sent to the Admissions Office for evaluation. (Credentials received during past periods of enrollment do not need to be submitted again.) Academic credit for courses completed at other academic institutions may be granted up to the maximum permitted by Eastern University policy. The accepted student must fulfill all graduation requirements in effect at the time of admission to the new degree or major.

Absence for Academic Difficulties • Students who withdrew while on academic probation must apply with their Student Success Advisor for readmission. The application will be considered by the Academic Appeals Committee and will notify the student of the committee's decision.

Students who have been academically dismissed may apply for readmission if they have:

1. taken a minimum of 12 hours of course work with grades of "C" or higher at another accredited institution;
2. completed this course work within 12 months of starting it.

Official transcripts and applications for readmission must be received by the Registrar at least four weeks prior to the beginning of the semester. The Registrar will forward these to the Academic Appeals Committee and then notify the applicant of the committee's decision.

Returning after Disciplinary Dismissal • If a student was dismissed for disciplinary reasons, he/she must apply for readmission with the Registrar. The Registrar will consult with the Dean of Students and will notify the student of the decision. Normally the application for readmission is considered after a minimum of one semester's absence.

FINANCIAL ASSISTANCE FOR READMISSION

All students who are applying for need-based financial assistance, whether continuing their education or returning after an absence of even one semester, must file the Free Application for Federal Student Aid (FAFSA). Students who receive merit-based aid should refer to the "University Assistance" section of this catalog to determine if the FAFSA is required.

Returning After a Semester or More Away •

Students who are currently in repayment on a student loan (Stafford and/or Perkins) may contact their lender to request a deferment form in order to delay the repayment of previous loans. **However, they must continue to make scheduled payments until the lender sends notification that the loan status has been changed to an in-school deferment status.** Failure to continue to make payments may cause the loan to go into default, making the student ineligible to receive any type of financial assistance including future student loans.

Withdrawal after Academic Difficulties •

Students who withdrew while on academic probation, or after not making satisfactory academic progress, must contact the Financial Aid Office to make sure they have satisfied all conditions of eligibility. Students who did not meet the Minimum Standard for Satisfactory Academic Progress at the end of their last semester of attendance must make up any deficiency in credits or cumulative GPA to become eligible to receive financial aid for the upcoming semester (see "Grade Point Average Requirements" in the Financial Assistance section of this catalog).

Returning after Disciplinary Dismissal •

Students who are returning after a disciplinary dismissal must also contact the Financial Aid Office to make sure they have satisfied all conditions of eligibility and are not deficient in credits or cumulative GPA.



ADMISSION TO NON-TRADITIONAL/ ACCELERATED PROGRAMS

To be admitted to any non-traditional program, the applicant must provide official documents and meet the following eligibility criteria:

- High school graduate
- The final high school transcript must be official, show the date of graduation, and be issued by a school district or private school approved by the Pennsylvania Department of Education or another state's / country's educational authority. The GED will be accepted in place of a high school transcript if the official test score report and diploma are issued by the Pennsylvania Department of Education or another state's educational authority.
- Demonstrated success in college-level learning if previously enrolled in another college or university as indicated by a minimum overall grade-point average of 2.0. (The specific undergraduate program may require a unique standard to comply with professional requirements.)
- Satisfactory interviews, essays, letter of recommendation, and other information required by the specific undergraduate program.
- Ability to appropriately use contemporary technology tools for communication and online learning as indicated by the signed Disclosure of Online Learning Expectations form.

For applicants who studied in educational systems outside the United States:

- Official evaluation of academic credentials in English from a NACES member organization is required. An evaluation from World Education Services is preferred.

For applicants whose language of instruction was not English:

- Minimum Test of English as a Foreign Language (TOEFL) score of 79 (Internet-based) **or**
- Minimum International English Language Testing System (IELTS) score of 6.5 **or**
- Successful completion of Eastern University's Level 3 IESL.

Admission to Eastern University is not automatic; that is, some applicants who meet or surpass minimum requirements may be denied acceptance. Each Eastern program reserves the right to accept or reject any applicant for reasons the University determines to be material to the applicant's qualification to pursue a degree. For example, a violation of integrity and honesty in the application

process is a serious offense, considered to be sufficient basis to deny admission.

READMISSION POLICIES

Readmission after an absence of less than five years: Readmission after an absence of less than five years: Students who withdrew from Eastern University and plan to resume their studies within the five-year period following the exit date must apply for readmission through the Advising Office.

NOTE: Students who have not returned to Eastern within the period of five years or who plan to make significant changes in their programs of study, such as a change of degree objective or major, must apply through the Admissions Office and fulfill the graduation requirements in effect at the time of their return.

The Application for Readmission form with instructions is provided on the Registrar's Web page. A completed application form must be submitted to the Advising Office at least four weeks prior to the beginning of the readmission session. All official transcripts from other schools attended during the period of absence must be sent to the Advising Office for evaluation. Academic credit for courses and grades earned at other academic institutions may be granted up to the maximum permitted by the specific Eastern University program. Qualified applicants are accepted in good standing or on academic probation once they have paid all past due balances to Eastern University and other schools attended since leaving Eastern. Notification of the readmission decision is communicated to the applicant by electronic mail.

Readmission after an absence of more than five years or a request to change programs of study:

Students who have not returned to Eastern within the period of five years or who plan to make significant changes in their programs of study, such as a change of degree objective or major, must apply through the Admissions Office. The online application is provided on Eastern's web site www.eastern.edu. The applicant must have paid all past due balances to Eastern University and other schools attended since leaving Eastern and complete all steps in the current admissions process. Official transcripts from other schools attended during the period of absence must be sent to the Admissions Office for evaluation. (Credentials received for past periods of enrollment do not need to be submitted again.) Academic credit for courses completed at other academic institutions may be granted up to the maximum permitted by Eastern University policy. The accepted student must fulfill all graduation requirements in effect at the time of admission to the new degree or major.



STUDENT LIFE

CAMPUS COMMUNITY

Eastern University seeks to provide a Christ-centered environment and educational program that stimulates the growth and development of each student socially, intellectually, spiritually, and culturally. The Eastern community, diverse in cultural, social, racial, academic, and economic backgrounds, is a powerful and positive dimension of Eastern's educational process. This community is a nurturing and caring one that provides support to students as they deal with the developmental issues of identity, intimacy, service, and vocation.

CHRISTIAN FORMATION PROGRAMS

As an intentional Christian community, students, faculty and staff gather for voluntary chapel each Wednesday morning. Moreover, many students throughout the week lead informal times of worship in various locations with various foci. Additional opportunities for worship, prayer, and community building are facilitated through the Office of Faith & Practice.

A wide range of ministry opportunities for students includes serving in inner-city neighborhoods, tutoring children, and sharing the good news of Jesus Christ while serving others. Service learning is required of all first-year and transfer students. It is also encouraged in other courses and programs. Eastern University also has active student ministry organizations, such as Habitat for Humanity, the Y.A.C.H.T. club (Youth Against Complacency and Homelessness Today), Prison Ministry, and many others, all designed to increase and enhance students' connection and commitments to their wider world, justice issues, and their own spiritual formation. Domestic and international missions opportunities, during breaks and in summer, stretch students to serve God outside the immediate area. Rural and urban settings for ministry and service contribute to students' engagement with God's movement in the world in challenging and innovative ways.

The Student Chaplain program fosters spiritual formation among students. Student Chaplains facilitate evening Grow Groups in the residence halls to foster a deepening relationship with Jesus. Faculty also often serve as spiritual mentors to students. Some undergraduate and graduate internships are provided in or to Christian agencies and churches.

Outreach groups, including Turning Point, a student ensemble, share God's abiding truth and love through vocal music. Transformed!, a Christian drama team, and the Angels of Harmony, a Gospel music choir, present students with opportunities for sharing their talents beyond campus.

WINDOWS ON THE WORLD

The theme running through all of Eastern's programs is the development of Christian leaders for the 21st century and beyond. Windows on the World provides a strong

intellectual, campus-wide forum where faculty and students enter into dialogue and debate in areas of the arts, culture, marketplace, and political engagement. The forum's purposes are to enrich the vision of faculty and students; to stimulate engagement with secular issues from a Christian perspective; to provide an all-campus opportunity to hear leading Christian thinkers present differing Christian perspectives on complex issues; to articulate reasons why Christians should serve the common good, all to the greater glory of God.

FALL CONVOCATION

The Fall Convocation formally introduces the new academic year. The President uses this forum to highlight ways faculty and students express and implement Eastern's mission, to induct new full-time faculty, to officially welcome and dedicate new students, and to announce new programs and other campus developments. The theological core of Eastern's educational philosophy is affirmed by the new faculty and administration members joining with all faculty and administration in signing the statement of faith.

RESIDENCE LIFE

The University provides housing options in the form of traditional residence halls, suites, and apartments. Each hall has a Residence Director, Resident Assistants, and Student Chaplains, who work together to manage the facility and act as resource people and counselors for the residents. The objectives of the Residence Life Program are to provide an atmosphere conducive to academic success; to provide a context for interpersonal, social, and spiritual growth; and to provide support to assist in problem-solving and conflict resolution.

COUNSELING AND ACADEMIC SUPPORT

The Cushing Center for Counseling and Academic Support (CCAS) offers tutoring, writing assistance, counseling, study skills help, EQUIP, the Act 101 Program, and the College Success Program for Students with Autism Spectrum Disorder to students currently enrolled in traditional undergraduate programs.

At the Tutoring Center, a staff of supervised peer tutors assists students with coursework, study skills, test preparation, and time management.

The Writing Center is staffed by trained peer writing assistants dedicated to helping students improve their writing across all courses and in any subject area.

Counseling services include personal counseling for emotional and interpersonal concerns.

The Act 101 Program (PA Higher Education Equal Opportunity Program), supports motivated Pennsylvania residents with certain academic and financial needs by providing a special program of academic and personal support. Entrance into Act



101 is by invitation after a student is determined to be eligible.

The EQUIP pre-college summer program helps selected entering students bridge the gaps between high school and college. (Students typically enter EQUIP upon referral by the Admissions Committee.)

STUDENTS WITH DISABILITIES

Eastern University is committed to facilitating access for students with disabilities through the provision of reasonable accommodations and appropriate support services. To begin the process, students must submit a written request for accommodations and appropriate documentation of disability to CCAS. Interested students should contact CCAS as early as possible for further information and guidance about specific policies and procedures.

TALENT AND CAREER DEVELOPMENT

Career planning and job search assistance is available for all students. The staff of Talent and Career Development helps students to identify interests, God-given talents and abilities, choose a major, explore careers, seek internships and practical experience, and develop job search skills. Services include career counseling, Clifton Strengths programs, professional development workshops, job fairs, grad school application assistance, resume and cover letter critiques, and access to online internship/job boards with local, national, and international postings.

THE COLLEGE SUCCESS PROGRAM FOR STUDENTS LIVING WITH AUTISM SPECTRUM DISORDER

The College Success Program for Students Living with Autism Spectrum Disorder (CSP) provides

comprehensive academic, social, life skills, and cultural supports to Eastern University undergraduate students enrolled in traditional undergraduate programs. It also provides training and consultation to Eastern University faculty, staff, and students. Acceptance into the CSP involves an application and interview. A program fee is charged. Visit www.eastern.edu/csp for more information.

LEADERSHIP FELLOWS PROGRAM

The Leadership Fellows program is for selected students with demonstrated leadership ability and is designed to advance and support students' understanding and demonstration of servant leadership within the Eastern community and global community at large. The program aims to prepare students for purposeful cultural integration as productive innovators and leaders; encouraging them to address current social problems through thoughtful faith-based service and influence the world through a commitment to Christian leadership and behavioral integrity.

WILSON GOODE SCHOLARS PROGRAM

Student servant leadership demonstrated the ability to forge relationships across diverse populations is fostered through the Wilson Goode Scholars Program, which honors the work and service of Dr. W. Wilson Goode. In addition to coursework, program participation, and campus community engagement, the reward is renewable each year.

STUDENT GOVERNMENT

Much of the activities of student life is coordinated by the elected members of the Student Government Association. The SGA operates under a constitution with an executive board and elected student officers for each class.



STUDENT PUBLICATIONS

The Waltonian, the student newspaper, is staffed by students and is a member of the Associated Collegiate Press.

Inklings, a literary periodical printed annually, includes poetry, prose, drawings, and photographs by students, faculty, and staff members.

HONOR ORGANIZATIONS

The honor societies at Eastern recognize scholarship and leadership, and emphasize the centrality of academic life in the college experience.

Alpha Kappa Delta is the international sociology honor society that acknowledges and promotes excellence in scholarship in the study of sociology.

Delta Mu Delta is a national honor society in business administration.

Kappa Delta Pi is an international society for undergraduate and graduate education students.

Lambda Phi Eta is the national honor society in communications.

Phi Alpha Theta is an international honor society for students of history.

Pi Sigma Alpha is the national honor society for political science.

Psi Chi is a national honor society for students majoring or minoring in psychology.

Phi Sigma Iota recognizes outstanding ability and high standards in foreign languages.

Sigma Delta Pi honors those who seek and obtain excellence in the study of the Spanish language and the literature and culture of Spanish-speaking peoples.

Sigma Theta Tau is an international honor society for nursing students.

Sigma Zeta is a national honor society of the natural sciences and mathematics.

OTHER ORGANIZATIONS

Students participate in many social service, ministry, and academically related clubs and organizations, including, but not limited to:

American Chemical Society (ACS) is an international educational and scientific society devoted to members of the chemical profession. Campus chapters are designed to bring together students interested in chemistry and biochemistry to meet various learning and service objectives. The Eastern University chapter has won several national recognition awards for participation in community interaction projects with elementary school students.

Black Student League endeavors to bring all black students at Eastern into a closer fellowship and to promote black culture on campus.

The Eastern University Health and Medical (EUHM) Club The student president and the faculty advisor work together to provide Pre-Med students with many enriching opportunities. The club visits local medical schools in the area to attend their open houses and invites guest speakers to campus to talk about their medical programs. Furthermore, the club provides the opportunity for students to discuss questions about the MCAT, science courses and the application process. All students interested in medical, veterinary, and dental schools as well as physician assistant programs and other careers in the health professions are invited to join the EUHM club.

ENACTUS a community of students, academic and business leaders committed to using the power of entrepreneurial action to transform lives and shape a better, more sustainable world (previously Students in Free Enterprise/SIFE).

Latinos Unidos seeks to create an awareness throughout the Eastern University campus of Hispanic culture. It also helps new Hispanic students adapt spiritually, socially, and academically into the Anglo culture in general and the Eastern community in particular.

History Association is the parent group of Phi Alpha Theta, the international honor society in history, and has the same objectives: to bring students, professors, and writers of history together intellectually and socially and to encourage and assist historical research and publication.

International Students Club helps undergraduate and graduate international students adjust to American life and feel at home, and promotes fellowship among its members.

Nurses' Christian Fellowship welcomes BSN students to participate in meetings on campus.

Society for the Advancement of Management (SAM) is an international organization devoted to helping managers develop professionally through communication and interaction with other executives in business, government, and academic organizations.

The Student Social Work Association (SSWA) is open to all students interested in social work or social welfare. SSWA participates in evaluation and development of the social work major, engages in organized student action on social and professional issues, and promotes better understanding and communication among all those interested in social work or welfare.

* Refer to the Student Handbook for a full listing of all clubs and organizations

SOCIAL LIFE

Campus-wide social activities include performances, movies, and dances. Students participate in plays, dance and musical performances, talent shows, coffeehouses, contests, and intramurals. Highlights of the year include the Spring Banquet, and Homecoming.

CULTURAL ENRICHMENT

Students are encouraged to take advantage of the rich cultural offerings in the greater Philadelphia area. The University sponsors trips to the Philadelphia Orchestra, the Philadelphia Museum of Art and the New York Metropolitan Opera. Artists-in-residence provide regular concerts and art exhibits.

Student theatrical productions are staged each fall and spring. Three other performance opportunities for student and alumni-lead productions are offered in September, January (24-hour New Play Workshop) and a student produced/directed/acted program in May (Performing Arts Living Room PALR).

Dance, instrumental and vocal ensembles perform at Fall Convocation, Christmas Chapel, seasonal concerts, and weekly concerts in the Jammin' Java Coffee shop.

ATHLETICS

The Eastern University athletic department is affiliated with the NCAA Division III and participates in the Freedom Conference under the umbrella of the Middle Atlantic Conference (Freedom and Commonwealth Conferences). Intercollegiate sports offered to women include field hockey, cross country, basketball, soccer, softball, lacrosse, tennis, golf, volleyball, and indoor and outdoor track & field. Intercollegiate sports offered to men include soccer, cross country, basketball, baseball, lacrosse, golf, tennis, and indoor and outdoor track & field.

Eastern also offers an intramural program designed to provide enjoyable recreational activities. Getting involved in intramurals is a great way to meet new people, join in supporting school spirit, and get a little exercise. Sports offered are co-ed volleyball, co-ed soccer, men's, women's and co-ed tennis, men's and women's 3 versus 3 basketball, men's 5 versus 5 basketball, beach volleyball, golf, Frisbee golf, and ultimate Frisbee. Intramural offerings are subject to change based on student interest and facility availability.

INTERCOLLEGIATE ATHLETIC ELIGIBILITY

To be eligible to represent the institution in intercollegiate athletics, students must be enrolled in a minimum full-time program of study, be in good academic standing, maintain satisfactory progress toward a baccalaureate degree, and have NCAA eligibility remaining. Students in a non-traditional program (*including any student who*

is enrolled as a student in any program at Esperanza College) or graduate program who desire to play, should seek an eligibility review from the Compliance Office in the Department of Athletics.

EQUITY IN ATHLETICS DISCLOSURE ACT OF 1994

In compliance with the Equity in Athletics Disclosure Act of 1994, the Equity in Athletics Report is available upon request from the Office of Undergraduate Admissions.

FINANCIAL REPORT DISCLOSURE

Annual notification to enrolled students is provided by the Student Development Office by request to the Vice President for Student Development.

LOCATION AND FACILITIES

THE ST. DAVIDS CAMPUS

The Eastern University main campus incorporates academic facilities, playing fields, and residence halls with three small lakes and beautifully landscaped countryside. About half of its 114 acres remain in a natural state.

The suburb of St. Davids is located just 30 minutes from downtown Philadelphia and within easy driving or train distance of New York, Baltimore, and Washington, D.C., where educational and cultural resources abound.

ACADEMIC AND ADMINISTRATIVE FACILITIES

The primary academic facility is the **McInnis Learning Center** which contains classrooms and offices for faculty, deans, and a 300-seat auditorium for the performing arts. It houses the biology science center, the technical support center, a fully equipped human performance laboratory for the Kinesiology department, and a student computer center.

McInnis Learning Center houses both the **Julia Fowler Planetarium** and **Bradstreet Observatory**. The Observatory consists of two computerized 16-inch diameter Schmidt-Cassegrain telescopes, each housed under automated domes. The telescopes and computerized, highly sensitive, charge coupled device (CCD) cameras are controlled from within a shirtsleeve, climate-controlled, warm room.

The Observatory is used primarily by astronomy students for class assignments and professional research but is also open to the community one night per week. The Planetarium has the brightest and highest resolution digital projectors in a 20-foot diameter dome in the world. It is used by astronomy classes as well as thousands of school children and other community groups each year.

Warner Library houses volumes, periodicals, microforms, and many audio and video recordings. The **Harold C. Howard Center** extends the library collection into a technology center with wireless Internet service and comfortable accommodations for reading, research and study.



The first and second floors of **Andrews Hall** house facilities for the chemical sciences including offices, classrooms, research laboratory, and computing and teaching laboratories with advanced instrumentation, including 300 MHz FT-NMR, GC-MS, GC-FID, FT-IR, AAS, UV/VIS, HPLC, DSC and Gaussian molecular modeling. Faculty offices for the business and communication programs are located on the second and third floors.

Fowler Hall includes classrooms and offices for the president, provost, admissions personnel, the registrar, and the Templeton Honors College. The special acoustical qualities of its Great Room are ideal for concerts and recitals.

Workman Hall provides a center for the Music program, including faculty offices, classrooms, music practice rooms, and up-to-date electronics for composing and recording music.

Janet Long Mall Cottage houses Student Accounts, Financial Aid, and Institutional Effectiveness offices, and it is located in the center of campus adjacent to the main parking area.

Ott Hall is located on the southwest quadrant of the campus. The former estate house provides office space for alumni affairs, advancement, and business affairs and finance.

Eagle Learning Center houses classrooms and offices for the Campolo College of Graduate and Professional Studies.

The Gatehouse provides offices for the faculty and administration of the Department of Nursing.

ATHLETIC FACILITIES

The gymnasium, home of the Eagles, features a maple wood floor with six surrounding glass backboards and room for the two top-of-the-line Senoh volleyball standards for tournament play. The gymnasium houses men's and women's intercollegiate basketball, and women's volleyball. Also housed in the gymnasium complex are a dance studio and athletic training facility for intercollegiate student-athletes. Outdoor facilities at Eastern include four tennis courts, a baseball field, a softball field, Olson Field which includes a soccer/lacrosse all-weather turf field and adjacent all-weather field hockey field, outdoor sand volleyball courts, and an outdoor pool.

FITNESS CENTER

A state of the art 8,200 square foot fitness center was completed in the winter of 2016. The fitness center is open to every Eastern University student both undergraduate and graduate, and all Eastern faculty and staff. The two-story fitness center features state of the art Hammer Strength weight equipment and Life Fitness cardio equipment. The fitness center also includes a 70-foot batting cage and an indoor turf area for conditioning activities. Each participant must sign a waiver form before they are allowed to use the Fitness Center.

CAMPUS CENTER

Walton Hall, a 40-room estate house overlooking Willow Lake, serves as the University's student center. It contains the Dining Commons and coffee shop, meeting rooms, mail and copy center, prayer chapel, and lounge areas. Student Development offices, the Cushing Center for Counseling and Academic Support, student activities, student government, Office of Faith and Practice, and the *Waltonian* offices are also located here.

STUDENT HEALTH SERVICES

The Health Center is located in Doane Hall off the A section lounge. A registered nurse is available to assist students in the self-care center, to advise students on health-related issues, and to coordinate the services of the University physician. College of Arts and Sciences students who have completed their health and immunization records may see the University nurse or physician.

RESIDENCE HALLS

Eight residence halls located on the St. Davids campus provide living accommodations for 1200 students. They are Gallup Center, Kea Hall, Guffin Hall, Hainer Hall, Gough Hall, Sparrowk Hall, and Eagle Hall.

GREATER PHILADELPHIA AREA

With convenient locations throughout Philadelphia including East Falls, 16th and Market, Esperanza College, and North Broad Street. Eastern offers a wide-variety of adult undergraduate and graduate degrees designed specifically for the working adult. As one of the largest and most notable cities in the U.S., Philadelphia provides countless opportunities for students to grow and thrive. With access to a vibrant cultural scene and the convenience of modern, city living, students are able to strongly develop both personally and professionally as they pursue their associate's, bachelor's, or master's degree.

HARRISBURG

The Harrisburg location offers meaningful bachelor and master degrees designed specifically for working adults. Eastern University's Harrisburg campus has been serving the greater Harrisburg area for nearly twenty years. Right in the heart of Pennsylvania, the state capital is one of constant growth and development with a consistent flow of new professionals, various recreational activities, and the beautiful scenery of the Susquehanna Valley. Major metropolitan areas such as Philadelphia, New York City, and Washington, D.C. are just a few hours away by car and allow students to easily pursue a wide range of careers and internships with their Eastern degree.

FINANCIAL ASSISTANCE

The financial aid program offers assistance to students in need through scholarships, grants, loans, and employment. Merit-based renewable scholarships are offered to incoming and transfer students on the basis of their prior academic achievement and established Admissions academic criteria.

Overall, the University views financial assistance to students as a cooperative investment in a student's education. It is the responsibility of the student and his/her family to meet all educational expenses. Financial awards, then, are offered by the University as a supplement to the family contribution.

FINANCIAL ASSISTANCE POLICIES AND PROCEDURES FOR TRADITIONAL BACCALAUREATE STUDENTS

ANNUAL APPLICATION PROCEDURES AND DEADLINES FOR TRADITIONAL BACCALAUREATE STUDENTS

Students who are only interested in receiving merit-based financial assistance should refer to the "University Assistance" section of this catalog to determine if the FAFSA is required.

All students interested in receiving need-based financial assistance (Institutional, State or Federal) must complete the Free Application for Federal Student Aid (FAFSA) as soon as possible starting October 1st. The Federal Processing Center will provide a Student Aid Report (SAR) to the students who have submitted a completed FAFSA. Students must file a FAFSA online at www.FAFSA.ed.gov; Both the student and a parent(if applicable) must use a Federal Student Aid ID (FSAID) to act as their "electronic signature" (e-signature) when filing the FAFSA electronically online. The FSAID may be applied for online at www.FAFSA.ed.gov. If an e-mail address is included, the student will be notified when the FSAID is available. Otherwise, the FSAID will be sent in the mail. Be sure to include Eastern University (code 003259) in the school section of the FAFSA to ensure that Eastern receives the SAR electronically.

Students needing information on how to complete the questions on the FAFSA or with questions regarding FAFSA on the Web should call the Federal Student Aid Information Center at 1.800.433.3243 or go to www.studentaid.ed.gov/students/publications/completing_fafsa/index.html. TTY users may call 1.800.730.8913. Callers from locations that do not have access to 800 numbers may call 1.319.337.5665.

FAFSA DEADLINES FOR TRADITIONAL BACCALAUREATE STUDENTS

1. New students should complete and submit the FAFSA on the Web starting October 1 of the prior calendar year to ensure that the SAR is received electronically prior to award letters being issued.
2. Returning students should complete and submit the FAFSA on the Web starting October 1 of the prior calendar year to ensure that the SAR is received electronically prior to award letters being issued.
3. Corrections to the SAR should be made as soon as possible. Students should also be aware that their housing status must be updated on the SAR if there is a change.

EASTERN APPLICATION DEADLINES FOR TRADITIONAL BACCALAUREATE STUDENTS

Eastern University offers many scholarships and grants to full-time students each year. Because these awards are limited in number and are highly competitive, students are encouraged to apply as early as possible in order for their application to be considered. Waiting until the deadline to apply may result in a missed opportunity. (See "University Assistance" in the Financial Aid Section of this catalog for a complete description of these awards.)

Deadlines for need-based aid:

- The Church Matching Grant Form has a priority deadline of May 1st for the funds to be matched by Eastern University. Forms received after May 1st will be matched pending availability of Eastern University funds. The church check should be received by July 15th. Reapplication required each academic year.
- The Ministerial Discount Form has a priority deadline of May 1st. Forms received after the priority deadline will be considered pending availability of Eastern University funds.
- The Eastern University Grant and Student Aid Fund Award are based on information in the SAR and have the same filing requirements as the FAFSA. Because these institutional funds are limited, students are packaged on a first-come, first-served basis. However, students whose applications are filed after the deadline will be considered as long as funds are available.

STATE DEADLINES

State Grant filing deadlines are usually listed on the paper FAFSA. Students should check with their state office of higher education to determine if a separate state grant application must be filed in addition to the FAFSA. All Pennsylvania (PA) residents must submit the FAFSA in time for the SAR to be received by Pennsylvania Higher Education Assistance Agency (PHEAA) by PHEAA's May



1st deadline. Students are urged to file the FAFSA as early as possible after October 1st.

Students who file late may find that they are not eligible for state grant consideration. Eastern University will not replace state grants lost through late application.

Students receiving a PA State Grant in a previous academic semester must meet the State's Satisfactory Academic Progress (SAP) requirements before they may receive additional PA State Grant assistance. Students must appeal directly to the State if they did not meet the SAP requirements and want to be re-considered for the grant.

FAFSA EXEMPTIONS

Eastern University recognizes that a student may only be interested in accepting their Academic Scholarship (Trustee's, Presidential, Eagle, Provost's, Cornerstone, Arthur Hill, David and Valerie Black), Howard Fellows Grant, Leadership Fellows Grant, Goode Scholars Scholarship or Templeton Honors College Grant, and is not interested in receiving other forms of aid. In this situation, the student would not be required to file the FAFSA. Students must inform the Financial Aid Office when electing the FAFSA exemption.

IMPORTANT: Students MUST FILE the FAFSA each year of attendance to be eligible to receive the following awards:

- Eastern University National Scholastic Award;
- Tuition Exchange Benefit from another college/university;
- Tuition Remission benefit from Eastern University for an employee's dependent child. (The student employee, or spouse, is not required to complete the FAFSA.)

Students receiving these awards must file the FAFSA to be eligible to receive these awards. Exceptions will not be granted.

FINANCIAL ASSISTANCE POLICIES AND PROCEDURES FOR NONTRADITIONAL TERM STUDENTS

Policies and procedures pertaining to federal, state and institutional student financial aid are located on the Financial Aid Office Web page www.eastern.edu/finaid

In order to receive any type of financial assistance, a student must:

- Be fully accepted as a matriculated student in a degree or an elementary or secondary teacher certification program
- Be enrolled at least half-time
- Have made satisfactory academic progress at the end of the previous academic year
- Have applied for financial aid by the published deadline each year aid is requested

Financial Assistance is not available for:

- Provisionally accepted students
- Students enrolled as non-degree students
- Courses being taken for personal enrichment

FEDERAL DIRECT STAFFORD LOAN PROGRAM

The Free Application for Federal Student Aid (FAFSA) must be submitted each academic year in order to participate in the Federal Direct Stafford Loan Program. In addition, students must complete and submit a *Federal Direct Stafford Loan Master Promissory Note* (MPN) and the *Federal Direct Stafford Loan Entrance Counseling* before the loan may be certified.

INTERNATIONAL STUDENTS may apply for a Federal Direct Stafford Loan if they are considered to be an eligible non-citizen and have a valid SSN and a valid Student Aid Report (SAR) from filing the Free Application for Federal Student Aid (FAFSA).

PRIVATE ALTERNATIVE LOAN PROGRAMS are available for students unable to participate in the Federal Direct Stafford Subsidized and Unsubsidized Loan Program or students interested in additional funding.

FINANCIAL ASSISTANCE POLICIES AND PROCEDURES—ALL UNDERGRADUATE

SATISFACTORY ACADEMIC PROGRESS

The United States Department of Education requires every postsecondary institution receiving federal funds (Title IV) to have an academic progress policy that is used to determine a student's continued eligibility for financial aid funding. The Satisfactory Academic Progress (SAP) Policy at Eastern University has three components:

- Completion of a Specified Percentage of All Credits Attempted
- Specified Cumulative Grade Point Average (GPA)
- Completion of degree requirements is 150% of the published program length

Standards can be found on the Financial Aid web site at www.eastern.edu/financial-aid-office/satisfactory-academic-progress.

PLEASE NOTE: For the purpose of satisfactory academic progress, financial aid includes all federal, state, and Eastern University funded scholarships, grants, discounts, work, and loans.

COMPLETION PERCENTAGE

The maximum timeframe for students completing degree requirements is 150 percent of the published program length. For example, a student in a 4-year program may not receive financial aid for more than six years. Eastern University funded aid (scholarships, grants, and

discounts) is not available for more than eight (8) semesters - four (4) full-time years of study.

Therefore students must complete 67% of all credits attempted at the current academic level of enrollment (undergraduate, graduate or professional), which is calculated by dividing cumulative credits earned by cumulative credits attempted.

The following grades count as attempted, but not as completed/earned credits:

Incomplete (I)

Withdrawn (W)

Failing (F)

Transfer and advanced placement credits count as attempted and earned credits.

Undergraduate students should also be aware that completing the minimum 24 credit hours per year on a full-time basis will not allow the degree to be completed in four (4) years. Students enrolling for 12 credit hours per year on a part-time basis will not be able to complete the degree in eight (8) years.

CUMULATIVE GRADE POINT AVERAGE REQUIREMENTS

Students must maintain the cumulative GPA based on the earned credit levels listed below. When progress is reviewed, these requirements must be met by both full-time and part-time students. If this level has not been maintained, the student MAY NOT RECEIVE ANY FINANCIAL AID OF ANY KIND until that progress level is achieved.

TRADITIONAL BACCALAUREATE, ESPERANZA COLLEGE, NON TRADITIONAL ASSOCIATES AND BACCALAUREATE:

Less than 25 credits	1.75 grade-point average
25 - 41.99 credits	1.85 grade-point average
42 - 54.99 credits	1.95 grade-point average
55+ credits	2.00 grade-point average

MEASUREMENT OF ACADEMIC PROGRESS

Academic Progress is measured at the end of every academic year. Failures and withdrawals are courses attempted, not completed. Incomplete grades are not counted toward credits completed until after the course work is successfully completed and posted by the Registrar. Students who have an incomplete grade in one or more classes will not have financial aid processed until those courses are completed, a grade has been assigned, and satisfactory academic progress has been verified. The exception to the incomplete rule is enrollment in Graduate or Doctorate level thesis or dissertation courses where an incomplete grade will be allowed to continue until graduation. Repeat courses will not count toward credits completed for Satisfactory Academic Progress since the credits were already counted toward the standards the first time the course was completed and the student already received aid for these courses.

WHEN MINIMUM STANDARDS OF ACADEMIC PROGRESS ARE NOT ACHIEVED:

The Financial Aid Office will notify students who fail to meet these requirements when information on academic progress is available at the end of their academic year. Students who fail to meet these requirements will not be considered for financial aid until all standards have been achieved. Under no circumstances will financial aid be awarded retroactively to the semester(s) in which the standards were not met. Students who fail to meet these requirements are encouraged to make up the hours and grade point requirements during the summer sessions at their own expense. Once the Registrar posts the grades and credits for the summer coursework, if the requirements have been met, the student will be considered for financial aid for the next semester. It is the student's responsibility to ensure the grades and credits completed have been properly posted by the Registrar and to notify the Financial Aid Office once this has occurred.

A student who has not made progress may submit the Satisfactory Academic Progress Appeal Form to the Financial Aid Appeals Committee to request an extension to meet the progress requirements if they feel that there were extenuating circumstances that contributed to not making progress. A student filing the appeal form should indicate why the requirements were not met and what has changed that will allow the student to make SAP at the next evaluation. Students are also required to successfully complete (80% or higher) two USA Funds LifeSkills Lessons as outlined on the appeal form and then submit the Satisfactory Academic Progress Appeal Form along with documentation of the extenuating circumstance to the Financial Aid Office. The student will be contacted in writing regarding the outcome of the appeal.

Students receiving a Pennsylvania (PA) State Grant

must meet the state's Satisfactory Academic Progress requirements to continue to be eligible to receive the grant. Students must appeal directly to the state when progress has not been made for the state to reconsider their eligibility for the grant. The University may not override the state's decision regarding the loss of a state grant.

MINIMUM STANDARDS FOR SATISFACTORY ACADEMIC PROGRESS FOR EASTERN UNIVERSITY SCHOLARSHIPS/GRANTS

Students who receive the following scholarships must also maintain the stated minimum cumulative grade point average in order to receive the scholarship for the following academic year.

SCHOLARSHIP / MINIMUM CUMULATIVE GPA (CGPA)

	End of 1st year	End of 2nd year	End of 3rd year
Templeton Honors College Grant	3.2	3.3	3.4
Goode Scholars Scholarship	2.0	2.25	2.5
Leadership Fellows	3.0	3.1	3.2



Students awarded Eastern University scholarships and grants (other than those noted above) will continue to qualify for up to four years (8 semesters) as long as minimum standards for satisfactory academic progress are met.

FEDERAL ASSISTANCE

Eligibility for federal aid programs* is dependent upon the student meeting ALL of the following criteria:

- have financial need (except for certain loan programs) as determined by filing the Free Application for Federal Student Aid (FAFSA)
- have a high school diploma or General Education Development (GED) Certificate
- be enrolled as a regular student working toward a degree or certificate in an eligible program of study at an eligible institution (A student may not receive aid for correspondence or telecommunications courses unless they are part of an associate, bachelor's or graduate degree program.)
- be a U.S. citizen or eligible non-citizen
- have a valid Social Security Number (SSN) (If a student doesn't have a Social Security Number, they can find out more about applying for one through the Internet at www.ssa.gov)
- meet satisfactory academic progress standards set by the institution they are or will be attending
- certify that they will use federal student aid only for educational purposes
- certify that they are not in default on a federal student loan and that they do not owe money on a federal student grant
- comply with the Selective Service registration, if required. Males, age 18 through 25 not yet registered, may give Selective Service permission to register them by checking the appropriate box on the FAFSA. They can also register at www.sss.gov.
- meet the drug-eligibility requirement *

* For more information on Student Eligibility, refer to *The Student Guide*, a financial aid publication from the U.S. Department of Education available online at www.studentaid.ed.gov/students/publications/student_guide/index.html.

A student eligible for Federal aid programs must be a:

- U.S. citizen
- U.S. national (includes natives of American Samoa or Swain's Island)
- U.S. permanent resident who has an I-515 or I-551 or I-551C (Alien Registration Receipt Card)

If you are not in one of these categories, you must have an Arrival-Departure Record (I-94) from the U.S.

Immigration and Naturalization Service (INS) showing one of the following designations in order to be eligible for federal aid:

- "Refugee"
- "Asylum Granted"
- "Indefinite Parole" and/or "Humanitarian Parole"
- "Cuban-Haitian Entrant, Status Pending"
- "Conditional Entrant" (valid only if issued before April 1, 1980)

YOU ARE NOT ELIGIBLE FOR FEDERAL AID IF:

- You're in the U.S. on an F-1 or F-2 student visa only
- You're in the U.S. on a J1 or J2 exchange visitor visa only
- You have a G series visa (pertaining to international organizations) Citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau are eligible only for the Federal Pell Grants, FSEOGs, or Federal Work-Study.

Federal Pell Grant is the foundation for all need-based financial aid for undergraduate students who have not earned a bachelor's or professional degree (medicine, law, dentistry). Pell Grant awards are based on the student's EFC: the lower the EFC the higher the Pell Grant.

Federal Supplemental Educational Opportunity Grant (FSEOG) is a budgeted amount from the government, administered through Eastern's Financial Aid Office. This grant is used to supplement a student's Pell Grant award and is given to students with the most need, as determined by the FAFSA.

Federal Work Study Program (FWSP) Federal Work Study Program is administered through Eastern's Financial Aid Office, and eligibility is based on a student's need. Because these Federal funds are limited, students are packaged on a first-come, first-served basis. Many jobs are available on-campus, and students are paid biweekly on the basis of actual hours of work performed as evidenced by submitting an electronic time card. Direct Deposit is available to student workers. The amount on the student's award letter is not counted toward a reduction of the student's bill by the Student Accounts Office. However, the student may use the funds earned to make payments to Student Accounts to reduce any balance owed.

A FWS contract must be completed and approved before a student may begin working. Students are also required to complete W-4 and I-9 forms and a Local Earned Income Tax Residency Certification in order to begin working. Original forms of ID are required to be presented to a representative of the Human Resources Office for the I-9 form. The list of acceptable forms of ID can be found on the I-9

form (examples include a picture ID card AND a Social Security Card OR an unexpired US Passport). A list of job openings, the W-4, I-9, and Local Earned Income Tax Residency Certification, and the Student Employment Handbook are available on the Financial Aid Web site at www.eastern.edu/offices-centers/financial-aid-office/student-employment-programs.

Federal Direct Student Loan is administered by the Department of Education and the Financial Aid Office. There are two types of Stafford Loan:

- Direct Subsidized (need-based) for which the federal government pays the interest while the student is enrolled at least half-time and the principal payments are deferred; and the
- Direct Unsubsidized (non-need based) for which the student/family pays the interest (or allows it to accrue – capitalization) while the student is enrolled at least half-time and the principal payments are deferred.
- In either case, repayment of both principal and interest begins six months after the student either graduates or drops to a less than half-time enrollment status (less than 6 credits). Repayment may extend over a ten-year period.

Federal Perkins Loan is a low-interest (5%) loan awarded to undergraduate students with exceptional financial need. This University-administered loan program is first awarded at Eastern University to freshmen as a supplement to the Federal Stafford Loan. This loan is awarded on the basis of the student's need and University's availability of funds. Repayment of both principal and interest begins nine months after the student graduates or drops to less than half-time status (less than 6 credits).

Federal Direct PLUS Loan (Federal Direct Parent Loan for Undergraduate Students) is obtainable through the Department of Education. Parents may borrow up to the Cost of Attendance (COA) minus the student's expected financial aid. Repayment typically begins within 60 days after the second disbursement of funds is made to the University, however delayed repayment arrangements may be available by contacting the lender directly. Repayment may extend over a ten-year period. If a parent applies and is turned down for any reason, the student may borrow an additional Stafford Unsubsidized Loan up to a maximum of \$4,000 for first and second-year students, and \$5,000 for third and fourth-year students per academic year.

STATE ASSISTANCE

PHEAA (Pennsylvania Higher Education Assistance Agency) State Grant is administered by the state's Department of Education. Students apply by filling out the FAFSA. The deadline for applying

for the Pennsylvania State Grant is **May 1** for all PA residents.

Other State Grants – Some states provide grants and scholarships that students may be able to use to attend an out-of-state college. Students should check with their state's Higher Education Assistance Agency for details.

Students receiving a state grant must meet the state's academic progress requirements to continue to be eligible to receive the grant. Students must appeal directly to the state when progress has not been made for the state to reconsider their eligibility for the grant. The University may not override the state's decision regarding loss of a state grant.

UNIVERSITY ASSISTANCE

Eastern provides additional aid to selected full-time students with and without financial need who are fully matriculated in a degree program. Eastern fellowships, grants and scholarships are awarded to incoming traditional baccalaureate students based on academic criteria at the time of acceptance and are awarded for up to eight (8) semesters as long as the minimum standards for satisfactory academic progress are met and there is no grade-point average specified for the award category. In the case where a grade point average is specified, the GPA and satisfactory academic progress requirements must be met in order for the grant award to continue. The total aid award of Eastern University fellowships, grants and scholarships may not exceed the standard, full-time tuition rate, and cannot be applied against any other charges, such as room and board charges, fees, fines, overload credits, fifth year of study and/or double majors.

National Scholastic Award is a tuition scholarship offered to first-time freshmen who have been recognized by the National Merit Scholarship Corporation (finalist or semi-finalist student). A copy of the Corporation's letter of notification must be sent to Admissions to establish the student's eligibility for this award. Students are required to submit a completed FAFSA to the U.S. Department of Education to be eligible to receive these scholarship funds each year. Students receiving this award may not receive Eastern aid in excess of full-tuition. Therefore the Leadership Fellowship, Templeton Honors College Grant, Music Scholarship, Goode Scholars Scholarship, Ministerial Discount, or the Eastern match portion of the Church Matching Grant will be a part of the amount awarded.

Templeton Honors College Grant is a yearly grant awarded to all THC students. The award ranges in size from half- to full-tuition and is contingent upon remaining in good standing within the THC. Admission and curricular requirements are detailed



under “Templeton Honors College” in the Curriculum section of this catalog. Students only interested in accepting their Templeton Honors College Grant and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this award.

Goode Scholars Scholarship was developed to assist incoming urban students who have at least a 2.5 CGPA and who rank in the top 30% of their class. The annual scholarship will enable service-minded students, with a demonstrated capacity for leadership, the opportunity to prepare themselves as future leaders in the community. Interested students should contact Admissions for an application. A CGPA of 2.0 after the first year, 2.25 the second year, and 2.5 each succeeding year, as well as meeting other stipulations of this award are required to maintain the scholarship. Students only interested in accepting their Goode Scholars Scholarship and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this scholarship.

Howard Fellows Program is an annual grant awarded to students selected to support Eastern’s admissions and marketing activities. Students only interested in accepting their Howard Fellows Scholarship and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this grant.

Leadership Fellowship is an award for first-year students based on their outstanding potential for leadership, Christian service, and scholastic achievement. Separate application procedures (including a 3.3-4.0 GPA) and deadlines exist for this program. Students interested in this grant should contact Admissions for this application. Awards are renewable dependent on maintaining the minimum CGPA of 3.0 after the first year, 3.1 after the second year, and 3.2 each succeeding year, as well as the additional requirements within the program. Students only interested in accepting their Leadership grant and not interested in receiving other forms of aid are not required to file a FAFSA to apply for or to renew this grant.

Legacy Grants provide \$1,000 yearly grants to children and grandchildren of Eastern graduates.

Dance Scholarships are awarded on the basis of merit to a limited number of students who major in dance until the major teach out plan is completed in 2019. Auditions are required and are conducted by Dance Program faculty. The scholarship is renewable based on meeting the Dance program’s criteria.

Music Scholarships are awarded on the basis of merit to a limited number of students who major in music. Auditions are required and are conducted

by the Music Department faculty. The scholarship is renewable based on meeting the Music Department’s criteria. Students only interested in accepting their Music Scholarship and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this scholarship.

Church Matching Grant is a program for traditional undergraduate students whose church has made a contribution toward their cost of education from the church’s unrestricted budget. Eastern University will match the church’s pledge up to \$500. For students who show need, as measured by filing the FAFSA, the church’s pledge may be matched up to a maximum of \$1,000 (\$500 per semester). The church is not limited in the amount of their pledge. The Church Matching Grant Application has a priority deadline of May 1st and the check should be received by July 15th. The Church Matching Grant Application must be received by the Financial Aid Office by the May 1st deadline and the church’s check received by the July 15 deadline in order for the church funds to be matched. For the Grant to match beyond \$500, a student must also file FAFSA to determine the year’s need.

Ministerial Discount is awarded for \$1,000 to currently serving ordained ministers or missionaries, or their undergraduate dependents. The Financial Aid Office should receive the Ministerial Discount form by the priority deadline of May 1. Forms submitted that have not been signed by the appropriate authorized official will not be considered.

Eastern Family Grant is designed to help families with two or more siblings concurrently enrolled at a full time status in a Traditional Undergraduate program by awarding \$2,500 per academic year per child.

Eastern University Grant money is used to help meet student need after federal and state sources have been awarded. These grants are applied using Eastern financial aid and admissions award parameters as well as the information from the FAFSA. Grants are distributed as fairly as possible among applicants to the extent that funds remain available. Students must file the FAFSA each year to establish eligibility for this award.

Student Aid Fund Award is another type of Eastern grant that has been funded through the generous donated support of Eastern University alumni, parents and friends, as well as community churches, organizations and foundations. Recipients of these awards are determined by criteria established by the University and are awarded by the Financial Aid Office. All undergraduate students with financial need, as determined by filing the FAFSA, are considered. Students must file the FAFSA each year to establish eligibility for this award.

Eastern Campus Employment (ECE) Eastern Campus Employment (ECE) provides part-time campus employment opportunities for students regardless of financial need. An ECE contract must be completed and approved before a student may begin working. Students are also required to complete W-4 and I-9 forms and a Local Earned Income Tax Residency Certification in order to begin working. Original forms of ID are required to be presented to a representative of the Human Resources Office for the I-9 form. The list of acceptable forms of ID can be found on the I-9 form (examples include a picture ID card AND a Social Security Card OR an unexpired US Passport). International students may work if they have a valid Social Security number and INS has approved them for working in the U.S. A list of job openings, the W-4, I-9, and Local Earned Income Tax Residency Certification, and the Student Employment Handbook are available on the Financial Aid Web site at www.eastern.edu/offices-centers/financial-aid-office/student-employment-programs.

ENDOWED SCHOLARSHIP FUNDS

Scholarships have been established through the generosity of benefactors of the University, both individuals and foundations. Awards are in the form of cash or gifts in kind as indicated. The amounts and number of scholarships depend on annual income from endowment funds provided by donors and will vary accordingly each year. Funds are disbursed on the basis of merit and/or financial need to those returning students who meet the criteria.

George I. Alden Scholarship Fund was established in 1982 through a grant from the George I. Alden Trust. Awards are made with preference to students from New England.

Alumni Scholarship Fund, established by the University Alumni Association, makes awards to sons or daughters of alumni.

Paul E. Almquist Scholarship Fund, established in 1982 by friends and family of Director Emeritus Paul E. Almquist, provides assistance to one or more needy or worthy students annually.

“Anonymous” Fund was established in 1960 and is used to assist students from developing countries.

Ralph B. Ashenfelter Fund was founded in 1974 by Mrs. Helen Ashenfelter Merris in memory of her husband.

Virginia Walton Baird Fund was established in 1983 by family and friends to help students with leadership ability and potential.

Rosina Price Busvine Fund, established in 1982 by Samuel T. and Virginia B. Hudson in honor of Mrs. Hudson’s mother, aids needy and worthy students.

Thomas C. Byron Fund was created in 1984 in memory of the former faculty member. The scholarship is based on leadership ability and Christian commitment.

The Dr. Theodore J. Chamberlain Award was established in memory of the former Vice President for Student Development to honor his 29 years of service to Eastern students. An annual scholarship is awarded to a rising sophomore or junior who has contributed significantly to the Student Development Program, or to a student who has had significant positive impact on the Eastern University community through participation in student life.

Christian Student Ministry Scholarship Fund was organized by members of the Class of 1990 and is funded by alumni to provide scholarship support for students involved in the organized ministries on Eastern’s campus.

Church of the Covenant Scholarship Fund was donated by this Presbyterian Church in Bala Cynwyd, Pennsylvania, and is awarded to students from foreign mission fields.

Ann Elizabeth Dunkleberger Scholarship Fund was established by Mr. and Mrs. Frank E. Dunkleberger in honor of their daughter, Ann Elizabeth Dunkleberger, of the Class of 1969.

Walter and Ethel Evans Fund was established to assist needy physically handicapped students.

Mabel G. Fegley Scholarship Fund was given by Mr. Nelson P. Fegley in honor of his wife, Mabel G. Fegley.

Garnett Scholarship Fund was given by Mrs. Hildagard Garnett to aid needy and worthy students.

Gethsemane Scholarship Fund was donated by the Gethsemane Baptist Church of Philadelphia.

Lorene P. Guffin Memorial Scholarship Fund was established for the benefit of financially needy students by Drs. Orville T. Guffin and G. Truett Guffin in memory of their mother, who was the wife of Eastern’s first president, Dr. Gilbert L. Guffin.

Gilbert Heebner Scholarship Fund was established through the generosity of former Eastern faculty member and member of the President’s Council of Economic Advisors, Dr. A. Gilbert Heebner. The fund is intended to provide scholarship assistance to a student majoring in business or finance in the Templeton Honors College.

William C. Haflett, Jr. Memorial Scholarship Fund was established by Mr. and Mrs. William C. Haflett, Sr. in honor of their son, to assist one or more needy and worthy students.

Laurel R. Hemmes Memorial Scholarship Fund was started by Linda L. Hemmes, class of 1982, and friends in honor of Linda's mother for the benefit of needy students.

Arthur W. Hill, Sr. Scholarship Fund, established by Mrs. Arthur W. Hill in honor of her husband, is awarded to students from Delaware.

Gladys M. Howard Music Scholarship Fund is a merit based scholarship, awarded to students majoring in music. The fund was started by the late Senior Vice President, Dr. Harold C. Howard, and a number of friends of the University to honor the late Mrs. Howard's strong affection for music and its place in Christian worship and service.

Samuel and Virginia Hudson Scholarship Fund provides assistance to deserving, financially needy students.

John M. Jones Scholarship Fund was established in 1975.

Sarah M. Kaemmerling Scholarship Fund was established in 1978 to provide aid for a student from the greater Philadelphia area.

Paul H. and Grace F. Kea Scholarship Fund was given by Mr. and Mrs. Kea to aid students in their college education.

Kim-Bartholomew Scholarship Fund was established to assist needy premedical or associated major students.

La Drew Family Memorial Scholarship Fund was established to assist needy and worthy students studying abroad.

Lillian P. Lyons Memorial Scholarship Fund was given by bequest for the benefit of nontraditional students with special emphasis on enrollees in the Degree Completion Program. Miss Lyons was a school teacher in Philadelphia.

Kenneth and Vivian Maahs Scholarship Fund was established to assist a full-time Biblical studies major. Consideration will be given to a student of outstanding Christian character who has a minimum GPA of 3.0. Preference will be given to Baptist students.

Hulda B. Marten Scholarship Fund was given by Dr. and Mrs. Theodore E. Bubek, in honor of Dr. Bubek's sister, Hulda B. Marten. Preference is given to missionaries, their children, or nationals from countries served by the American Baptist Churches in the U.S.A.

Ethel T. McCarthy Scholarship Fund was established in 1970 to aid Native American students who are committed to return to their people in human services roles.

Charles E. Merrill Scholarship Fund is awarded to worthy Baptist students.

Greta V. Moyer Scholarship Fund was donated by Laura M. Swartley, in honor of her mother, Greta V. Moyer. Priority is given to a student who is a member of Grace Baptist Temple or Sunday School.

Wallace F. Ott Scholarship Fund was given by bequest by Wallace F. Ott.

Gordon Palmer Scholarship Fund was donated anonymously for the purpose of aiding a premedical student, possibly a medical missionary.

E. Duane Sayles Memorial Premedical Scholarship Fund was established in 1981 in honor of the late Dr. E. Duane Sayles. It is awarded each year to an entering student from high school declaring a premedical intention. The scholarship continues until graduation, provided a 3.0 GPA is maintained.

Shawhan Family Memorial Scholarship Fund was established in 2013 by Ena M. Shawhan to assist a student majoring in allied health, education, nursing, or science.

Virginia Snyder Scholarship Fund was established by Miss Snyder who was on the faculty of the Music Department at Eastern. The award is given to a student participating in music.

Staats Third World Scholarship Fund was established in 1976 to aid students from a "third world" country.

Ed and Trudy Tharpe Scholarship Fund was started by Jerry and Barbara Edwards, friends of the parents of Dr. E. Alan Tharpe, Eastern's former Dean of Undergraduate Arts and Sciences, to benefit financially needy undergraduate students in the helping professions.

Morgan H. and Amy K. Thomas Scholarship Fund was given by J. Ellwood Thomas in memory of his parents.

Terrence Weathersby Memorial Scholarship Fund is awarded to a Psychology major during the senior year who demonstrates a strong commitment to the field, both as a student and as an emerging professional, and demonstrates Godly character and a strong record of service to others, as well as exemplary integrity and humility.

Robert H. and Clare B. Weeder Scholarship Fund provides assistance to a pre-theological student.

SPECIAL ANNUAL SCHOLARSHIP

The Carol Hill Tatta Memorial Award shall be an annual award for two Eastern University students. The award shall be in the amount of \$1000 for each student. The award was founded by Joseph Tatta

in memory of his life partner, Carol Hill Tatta. The recipients should be full-time students majoring in Early Childhood Education. The recipients should be a rising junior and a rising senior and must show financial need.

OTHER ASSISTANCE

W. W. Smith Charitable Trust Scholarship

provides financial assistance on the basis of scholarship and need to undergraduate students.

Outside scholarships and grants can come from a variety of sources including PTAs, civic organizations such as Kiwanis and Rotary, military organizations, professional organizations, DAR, PAL, religious organizations, business and labor unions.

ADDITIONAL FINANCIAL POLICIES

1. Students must reapply for financial aid each academic year. The Free Application for Federal Student Aid (FAFSA) is the form required from students who are applying for Federal Title IV need-based aid, state grants, student loans, need-based Eastern University financial aid, as well as the National Scholastic Award, Tuition Exchange or Eastern University Tuition Remission. (Please see the “Annual Application Procedures and Deadlines” section of the catalog for more information on these programs.)
2. Students who are only accepting their Eastern Academic or Merit Scholarship (for example, Trustee’s, Presidential, Provost’s), Goode Scholars Scholarship, Music Scholarship, Leadership Grant or Templeton Honors College Grant are not required to file the FAFSA. (Please see the “University Assistance” section of the catalog for more information on the programs.)
3. Eastern University awards University-funded grants and scholarships to full-time undergraduate students matriculated in a degree program. Eastern aid is awarded for a maximum of eight (8) full-time semesters. Fifth-year students may be eligible for Federal Pell Grants, Federal Work-Study and Federal Stafford Loans, but are not eligible for any University-based funds.
4. The total of Eastern University scholarships, grants, awards and discounts may not exceed full tuition and do not cover the following extra charges: single room, overload courses (more than 18 credits per semester), double majors or a fifth year of study.
5. Receipt of Eastern University need-based aid in one year is not a guarantee of award in any other academic year.
6. Federal Regulations require students who are receiving any outside sources of financial assistance (scholarship, grant, award) to notify the Financial Aid Office.
7. Federal, State and University regulations prohibit “over-awards”— aid in excess of the Cost of Attendance (COA). All outside awards, whether based on academic, merit or financial need, will be counted as a source of aid and will be added to the total financial aid package. This may result in a reduction of other aid, such as loans or work.
8. Students are also required to report any change of enrollment status (part-time to full-time, or full-time to part-time), residence-status (on campus to home with parents/relatives, or the other way around), or financial status to the Financial Aid Office.
9. The award of federally funded financial assistance (Pell Grants, FSEOG Grants, Federal Work-Study, Perkins Loan and Stafford Loans) is made subject to the approval, by Congress, of the federal budget. Therefore, the student is required to sign a statement (on the FAFSA) affirming that any funds awarded through these programs will be used for expenses related to attendance at Eastern before the Financial Aid Office will credit such funds.
10. Each applicant for need-based student assistance must agree to submit his/her own and parents’ (for dependent students) completed Federal Income Tax Transcript and W-2s to the Financial Aid Office or successfully use the IRS Data Retrieval Tool on their FAFSA upon request. A student, or a member of the student’s family, that knowingly makes false statements or misrepresentations on any application or form for student assistance, may be liable for prosecution, fines and repayment of all aid. This would not relieve the student of financial obligation to the University. In addition, the student may be refused admission or may be dismissed from the University or may receive another penalty deemed appropriate by the University.
11. All first-time Federal Stafford Loan and/or Federal Perkins Loan borrowers must complete a Loan Entrance Counseling before any loan funds can be credited to their account. Stafford Loan Entrance Counseling can be completed online at www.studentloans.gov. Perkins Loan Entrance Counseling can be completed online at www.ecsi.net/prom94.
12. All students leaving the University (due to graduation or withdrawal) who have participated in the Perkins Loan or Stafford Loan Programs are required to complete an Exit Loan Interview online. Information concerning how to complete the exit interview will be sent



to the student. The purpose of the interview is to make the students familiar with the rights and obligations for repayment of their student loan(s).

13. Eastern University is committed to providing equal educational opportunities to all qualified persons regardless of their economic or social status and does not discriminate in any of its policies, programs or activities on the basis of gender, race, age, handicap, marital or parental status, color or national or ethnic origin.

WITHDRAWALS

TITLE IV

The Financial Aid Office performs a Return of Title IV (R2T4) funds calculation for any student who withdraws and has received Title IV aid. All R2T4 calculations will be documented and retained in the student's file.

RETURN OF TITLE IV FUNDS

When Federal Title IV aid is returned due to the student's withdrawal from all classes within a semester, the student may owe a balance to the University. Students owing a balance should contact the Student Accounts Office to make payment arrangements. *The Student Accounts Office can be reached by calling 610.341.5831, Monday through Friday from 9 a.m. to 5 p.m.* If a student receiving Federal Title IV Aid withdraws after completing 60% of the semester, no Federal Title IV Aid will be returned. The student is considered to have earned 100% of the Federal Title IV Aid for the semester. The adjustment of aid may have implications for future aid years and it is therefore suggested that all students considering withdrawal contact the Financial Aid Office for guidance.

* Federal Title IV Financial Aid includes:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Perkins Loans
- Federal Subsidized and Unsubsidized Stafford Loans
- Federal Parent Loans for Undergraduate Students (PLUS)

** Withdrawal Date is defined as the actual date the student began the institutional withdrawal process, the student's last date of recorded attendance or the mid-point of the semester for a student who leaves without notifying the University.

*** Eastern University will return the Title IV funds in the following order:

- Federal Direct Unsubsidized Stafford Loans
- Federal Direct Subsidized Stafford Loans
- Federal Perkins Loans
- Federal PLUS Loans

- Federal Supplemental Educational Opportunity Grant
- Federal Pell Grants

RETURN OF EASTERN UNIVERSITY SCHOLARSHIPS AND FUNDS

The Financial Aid Office will also recalculate Eastern University scholarships for all students who withdraw, drop out or are dismissed from all courses prior to completing 60% of a semester. Eastern University scholarships and funds will be removed when the student is relieved of all semester charges. Otherwise, the calculation uses the same formula as the Return of Title IV funds.

LEAVE OF ABSENCE (LOA)

Leave of absence status is limited to special requirements under Title IV federal financial aid regulations. Students needing to withdraw from ALL courses during an enrollment period should withdraw from the semester and apply for readmission at a later date.

STUDENT ACCOUNT INFORMATION

SCHEDULE OF STUDENT CHARGES

The schedule of student charges varies according to the program selected. Specific costs and payment schedules are found at www.eastern.edu/tuition.

ADVANCE DEPOSIT

All nontraditional undergraduate students are required to pay an advance deposit of \$75. This payment will hold a place for the student and be applied to tuition costs.

All traditional baccalaureate students are required to pay an advance deposit of \$150. This payment will hold a place for the student and will be applied to the General Expense Deposit to be held on deposit until the student graduates or withdraws from the university.

FINANCIAL RESPONSIBILITY

Full payment of a student's financial account is expected. Failure to fulfill payment obligation may result in late payment fees, monthly service charges, suspension from classes, withholding of registration from future sessions, release of transcripts, grades, and diploma. Eastern University will apply approved state grants, Eastern University grants and scholarships toward the payment of tuition, fees, books, room, insurance, and/or any other charges billed by Eastern University. **PLEASE NOTE:** A 1.5% Monthly Service Charge will be added to all accounts that become delinquent.

In cases of serious delinquency of financial obligation, the student's account may be placed with a collection agency and ultimately may be listed with one or more credit bureaus. In addition to the delinquent balance, the student will be responsible for the fees of the collection agency, which may be based on a percentage at a maximum of 33% of the debt, associated

with placing the account with a collection agency. If it becomes necessary to litigate an account, all costs of litigation will be added to the balance of the student's account.

ADDITIONAL FINANCIAL REQUIREMENTS FOR INTERNATIONAL STUDENTS

International students will need to provide documentation of financial support equivalent to one year of total expenses in the United States. The financial documents required are: 1) an affidavit of support or a letter of intent to support from a sponsor; and 2) an accompanying bank statement which indicates that the required amount of funds is available. All documents must be in English with monies listed in U.S. currency.

An accepted graduate international student will be required to submit a \$5,000.00 (U.S.) advance deposit before Eastern will issue a Certificate of Eligibility (I-20).

BOARD

All traditional baccalaureate students are required to maintain residency for four years. This contract provides meals each week while classes are in session and includes annual bonus points which may be used in the coffee shops or for entertaining guests in the main dining room. There are no refunds for meals missed. Board charges are non-refundable after the first day of class.

HOUSING

Residence hall rates vary according to bathroom/suite or apartment configurations. Single rooms are charged an extra fee. The cost of any damage to student accommodations or furniture beyond ordinary wear is charged to the occupant. Room charges are non-refundable after the first day of classes.

TUITION

The cost of educating a student at Eastern far exceeds tuition charges. Gifts, grants, endowment and other sources of income supplement student payments to insure a quality educational program.

Student charges are announced each year in the spring for the following year. Modest annual increases should be anticipated to sustain and advance academic programming.

EASTERN UNIVERSITY HEALTH INSURANCE

All full-time traditional undergraduate students in the College of Arts and Sciences, all students living in University residences, and all international students, including exchange students, are required to carry health insurance. Students will be billed for health insurance annually unless the online waiver has been successfully completed.

Failure to waive or enroll annually by the deadline will result in automatic enrollment and no refunds can be given.

GREEN ENERGY PROGRAM FEE

The Student Government Association (SGA) has asked that the University assess an annual fee of \$35.00 to each student, so that Eastern can buy electric power from wind energy sources. The SGA's recommendation is based on a report from the Sustainable Peace Initiative (SPI), a group of Eastern students and faculty, who have called the community to a more sacred stewardship of our environment. The SPI report documents the positive effects of wind-generated energy on our air and health. The fee is included in your bill, but will be deducted if you choose not to participate.

LATE PAYMENT FEE

When a student is registered in a timely manner, **Eastern University will provide a bill through the student's WebAdvisor on my.eastern.edu** in advance of the payment date. When a student account is not paid by the bill due date, a late payment fee may be assessed to the student's account. The late payment fee: See Schedule of Student Charges online.

LATE REGISTRATION

The last date to register for each academic session is published in the calendars at www.eastern.edu/offices-centers/office-registrar/academic-calendars. Late registrations will be processed on a case-by-case basis, but students whose appeals are granted will forfeit priority in class selection and may experience delays in student services. *Full payment is due upon accepted late registration.*

MONTHLY SERVICE CHARGE ON DELINQUENT ACCOUNTS

A Monthly Service Charge of 1.5% will be added to all accounts that become delinquent. In addition, the Monthly Service Charge is added to all delinquent accounts that are carrying past due balances.

If you pay your bill through our payment option **and** your payments are kept current, you will **not** be billed the Monthly Service Charge.

Payment Plan information is available on Eastern's Web site, www.eastern.edu/offices-centers/student-accounts-office/payment-options-0.

POLICY ON RELEASE OF ACADEMIC CREDENTIALS FOR PAST DUE ACCOUNTS

It is Eastern's policy to withhold grade reports, transcripts, diplomas and possibly future registrations any-time there is an outstanding amount due on a student's account.



WITHDRAWAL AND REFUND OF TUITION

SEMESTER-BASED PROGRAMS

Any student who wishes to drop or withdraw from all courses in the semester is required to notify the Office of the Registrar (610.341.5853). Please note that the first day of classes is counted as the first day of scheduled classes for the entire institution without regard for the start date of individual classes.

Students who wish to drop or withdraw from all courses are eligible for a tuition refund based on the following schedule:

Withdrawal during the regular semester:

- *the first two weeks 100%*
(Dropped from transcript)
- *the third week 50%*
- *after three weeks 0%*

NON-SEMESTER COURSES AND RESIDENCIES

Any student who wishes to drop or withdraw from a course or the program is required to notify the Office of the Registrar (610.341.5853). Notification will be sent from the Office of the Registrar to appropriate University offices, resulting in a calculation of any remaining balance, change in Title IV Federal Aid, or Eastern University Aid, or refund.

When the course work is presented in an accelerated sequential format, students who wish to drop a course in

an academic session (for example, the October – January session) are eligible for a refund of tuition and fees based on the following schedule:

On or before the end of the first week of the course	100%
After the first week of the course.....	0%
(Withdraw – “W” grade assigned)	

FOR COURSES IN THE FOLLOWING ACADEMIC SESSION: OCJA, JAAP, APJL OR JLOC

Given the blended nature of accelerated course work and for the purpose of this policy, all courses start on the Monday of the schedule, regardless if the first meeting of the on-ground portion of the class meets later in the week. Courses that extend across the session will be considered as part of the first portion of the session and must be dropped in the first week of the session to be considered for the refund.

MAILING POLICIES

The Student Accounts Office sends written correspondence to the student’s secure Eastern University e-mail address. Paper bills will not be mailed.

FILING A DISPUTE

Any disputes regarding your student account or registration activity must be filed within one year of the transaction in question. After one year, any disputes must be accompanied by appropriate documentation and are reviewed at the discretion of the Vice President.





ACADEMICS



THE ACADEMIC PROGRAMS

Curriculum lies at the center of the academic program. The educational process at Eastern is based on the following assumptions:

1. Education should include more than learning facts and developing skills; it should facilitate the fullest development of a student's maturity, responsibility, and life-affirming creativity. The curriculum should provide the opportunity for a forthright, in-depth wrestling with the central moral, spiritual, and ethical concerns of human beings.
2. The student must assume responsibility for his/her own education. However, the student can benefit from some guidance; the shape and content of the curriculum does matter, and some sequences of courses may be better than others.
3. The instructor and his/her teaching should not be divorced from life. He/she should be a model of what he/she teaches and a person of integrity.
4. Both the dynamics of learning and content of knowledge must be given their proper place in the educational process. We cannot ignore the context from which the student comes.

MAJORS

Each student must elect and complete a major in order to graduate. The student's first major determines the degree earned. Students in Associates programs will earn an Associate of Arts degree. In some major fields of study, only the Bachelor of Arts is offered; in some fields only the Bachelor of Science is offered; and in other fields, the student may choose to fulfill the major requirements for either the B.A. or B.S. degree. Only students majoring in Social Work receive the Bachelor of Social Work degree, and only students majoring in Nursing receive the Bachelor of Science in Nursing degree. Requirements for all majors and the degrees earned are listed under the major listings in the Course Description section of the catalog.

MINORS

Groupings of courses approved by faculty vote in particular areas of study are recognized as minors for students in Bachelors programs. Students may use elective courses to fulfill a specific minor (normally 18 semester credit hours) chosen from the listing in the following pages. Students selecting minors should declare as early as possible, but not later than the junior year. Forms are available on the Office of the Registrar Web page.

SUMMARY OF MAJORS AND MINORS OFFERED

The following table lists the major and minor courses of study offered at Eastern and the degrees earned for each major.

	Major and Degree Received	Minor
Accounting.....		X
Accounting and Finance	BS	
American History		X
Anthropology		X
Astronomy.....		X
Athletic Training.....	BS	
Biblical Studies.....	BA	
<i>Concentrations:</i>		
Biblical Languages		
Without Biblical Languages		
Biochemistry.....	BS	X
Biological Studies.....	BA	
Biology	BS	X
Business Administration	BS	
Chemistry.....	BS	X
Chemistry-Business.....	BA	
Christian Thought.....		X
Communication Studies	BA	X
<i>Concentrations:</i>		
Interpersonal Communication		
Digital/Emerging Media		
Strategic Communication		
Criminal Justice.....	BA	X
Dance		X
Early Childhood Education.....	BS	
Economic Development.....	BA	
English	BA	
<i>Concentrations:</i>		
Journalism		
Literature		X
Writing		X
Entrepreneurial Studies.....	BA	X
Environmental Science	BS	X
Exercise Science.....	BS	
European History.....		X
Finance.....		X
Fine Arts		X
Forensic Chemistry		X
Gender Studies		X

	Major and Degree Received	Minor
History.....	BA	
Individualized.....	BA	
Latin American Studies		X
Liberal Arts	AA	
<i>Concentration:</i>		
Early Childhood Education		
Management	BS	X
Marketing	BA	X
Mathematics.....	BA	X
Middle-Level Education	BS	
Missiology.....		X
Missiology and Anthropology.....	BA	
Music.....	BA	X
<i>Concentrations:</i>		
Composition/Electronic Music		
Contemporary Music		
General		
Performance		
Music Education		
Worship Arts		
Nursing.....	BSN	
Organizational Leadership.....	BA	
Orthodox Thought and Culture		X
Philosophy	BA	X
Political Science.....	BA	X
Pre-Law.....		X
Psychology	BA	X
Public Policy		X
Social Welfare		X
Social Work.....	BSW	
Sociology.....	BA	X
Spanish.....	BA	X
Theatre.....		X
Theological Studies.....	BA	
Youth Ministries	BA	

* *Audition Required.*



EASTERN UNIVERSITY STUDENT LEARNING GOALS

Eastern University is dedicated to the following student learning goals as established in the institution's foundational commitments:

To excellence in scholarship and teaching:

- Students develop intellectual curiosity, passion, and agility, valuing the life of the mind and life-long learning;
- Students develop their critical thinking, reflection, analysis and communication skills;
- Students develop knowledge and competencies in the arts, sciences and professions.

To the whole gospel for the whole world through whole persons:

- Students develop and expand their Christian worldview, grounded in the Scriptures;
- Students discern the ethical consequences of decisions and actions.

To justice, reconciliation, and transformation:

- Students are motivated to assume responsibility for justice and to show a transformative influence—especially regarding social, political and economic justice.

To responsible leadership and stewardship:

- Students are prepared to live in an interdependent world, aware of societal and global problems and committed to engage in solving them.

To Christian community:

- Students increase in self-awareness and in their sensitivity towards others and others' needs and situations.
- Students contribute to fostering an environment where diversity is appreciated and reconciliation is practiced.

GENERAL EDUCATION AT EASTERN UNIVERSITY

(Please note that during the 2016-2017 academic year, Eastern University transitioned from two colleges, the Campolo College of Graduate and Professional Studies and the College of Arts and Sciences, to five colleges structured by academic discipline. The university is still in the process of reviewing general education requirements offered in accelerated and traditional format associate and bachelor's degree programs for consistency across all five colleges.)

Undergraduate general education at Eastern University strives to advance the University's mission of preparing students for thoughtful and productive lives of Christian faith, leadership, and service.

General education shapes students who are proficient in essential, college-level skills and enables them to appropriate and give witness to a Christian worldview. This worldview recognizes the unity of God's truth, the importance of character formation and Christian community, the mandate to be stewards of creation and to practice justice, and the call to witness to the fullness of the gospel. Through excellent instruction in a variety of disciplines, a focus on student learning and transformation, and a shared commitment to the values of faith, reason, and justice, general education is ordered toward the service of God and humanity and the care of creation.

Additionally, for a university in the Commonwealth of Pennsylvania, the Pennsylvania Department of Education requires that baccalaureate degrees must have at least 40 credits of general education courses in a broad spectrum of disciplines, specifically including courses in the following areas: humanities, arts, communications, social sciences, mathematics, technology, and science.

Toward these ends, Eastern University has developed a common approach to general education for all students in associate and baccalaureate degree programs. The learning indicators Eastern University expects students to demonstrate flow out of Eastern's foundational commitments. They are important components in helping students achieve the university's learning goals.

Eastern University aspires to graduate individuals who embody the following characteristics.

EFFECTIVE COMMUNICATION

9-18 CREDITS

To be an effective leader and professional, one needs to be able to communicate clearly in a variety of contexts and to a variety of audiences. This requires developing skills in writing, speaking, and listening. Moreover, the ability to use technology responsibly and effectively is increasingly important in the digital age in which we are now living.

Written Communication – able to write in a coherent and persuasive manner using the practices of standard American English

Oral Communication – able to communicate orally in clear and coherent language appropriate to purpose, occasion, and audience

Technological Skills – able to appropriately use contemporary technology tools for communication and productivity

Critical Reasoning – We live in a time in which we are bombarded with information. It is vital to develop skills that allow one to sort through information, analyze sources and evidence, reason through problems, and arrive at conclusions that are grounded in fact and conforming to the truth.

Argument and Analysis – able to identify, classify, contextualize, evaluate, and create warranted claims

Scientific Reasoning – able to make claims and predictions about empirical phenomena by collecting and analyzing data

Quantitative Reasoning – able to correctly use numbers, symbols, measurements, and the relationships of quantities to make decisions, judgments, and predictions

Information Literacy – able to identify, obtain, evaluate, and responsibly utilize information through online and traditional research methods

Students fulfill the learning outcomes for EFFECTIVE COMMUNICATION in the following ways:

WRITTEN COMMUNICATION6 CREDITS TOTAL

For Traditional Undergraduate Students:

ENGL 102 **College Writing**3 CREDITS

This course must be completed with a grade of C or better in order to demonstrate competency.

One writing intensive course3 CREDITS

This is normally satisfied by a major course designated with a “W” (e.g. ECON 315W), but any course with “W” designation may be chosen.

For Non-traditional students:

ENGL 163* **Rhetorical Patterns in Writing**3 CREDITS

ENGL 164* **Contemporary Grammar**3 CREDITS

ORAL COMMUNICATION..... 0-3 CREDITS TOTAL

For Traditional Undergraduate Students:

Communication skills are introduced and applied through an online module and in-class presentations in INST 150/151 **Introduction to Faith, Reason, and Justice.**

For Non-traditional students:

COMM 120* **Introduction to Public Speaking**.....3 CREDITS

TECHNOLOGICAL SKILLS..... 0-3 CREDITS TOTAL

For Traditional Undergraduate Students:

Technological skills are introduced and applied through participation in a science laboratory course.

For Non-traditional students:

CSCI 210* **Contemporary Applications in Computers**3 CREDITS

CRITICAL REASONING/ARGUMENT AND ANALYSIS 0-3 CREDITS TOTAL

For Traditional Undergraduate Students:

Students fulfill this learning outcome by completing “knowledgeable about the western tradition” requirements.

For Non-traditional students:

INST 222* **Foundations of Critical Thinking**3 CREDITS

SCIENTIFIC REASONING 0 CREDITS

All students fulfill this learning outcome by completing a science laboratory course.

QUANTITATIVE REASONING 3 CREDITS

All students choose one of the following courses:

CSCI 150	Introduction to Computing Concepts
MATH 103*	Mathematical Ideas
MATH 107	Mathematical Perspectives for Educators
MATH 140	College Algebra
MATH 150	Pre-Calculus
MATH 160	Calculus
MATH 220*	Statistics/Statistics for the Behavioral and Social Sciences
BUSA 221	Business Statistics
POLI 275	Research in Political Science
PSYC 220	Statistics for the Behavioral and Social Sciences
SOCI 220	Social Statistics

INFORMATION LITERACY 0 CREDITS

All students fulfill this learning outcome by completing written communication requirements.

Courses marked with an asterisk () are offered in an accelerated format.*

CULTURAL AND GLOBAL AWARENESS 6-12 CREDITS

In the increasingly interdependent world in which we live, it is crucial to understand the historical and cultural forces and movements that have created and continue to shape different perspectives and ways of thinking, knowing, and acting within the human community. This requires an understanding of the traditions that have formed one’s own assumptions and viewpoints, as well as an awareness of the beliefs, values, and practices of other cultures.

Knowledgeable about the Western Tradition – able to demonstrate understanding of historical, theological, and cultural contexts and interpret key texts and perspectives of the Western intellectual tradition and to situate themselves within that tradition

Knowledgeable about a Tradition Beyond the West – able to demonstrate understanding of and interact productively within the diversity that characterizes human cultures, particularly those outside of the Western tradition

Students fulfill the learning outcomes for CULTURAL AND GLOBAL AWARENESS in the following ways:

KNOWLEDGEABLE ABOUT THE WESTERN TRADITION

3 CREDITS TOTAL

All students choose one of the following courses:

INST 160	Heritage of Western Thought and Civilization: The Ancient World
INST 161*	Heritage of Western Thought and Civilization: The Modern World
PHIL 100	Heritage of Inquiry: An Introduction to Philosophy

KNOWLEDGEABLE ABOUT A TRADITION BEYOND THE WEST

3-9 CREDITS TOTAL

Traditional Undergraduate Students choose

one of the following courses:.....3 CREDITS

DANC 375	World Dance
ENGL 225	Post-colonial Women's Novels
ENGL 235	World Fiction
FREN 305	Francophone World (in English)
FREN 405	Francophone World (in French)
HIST 330G	Native American History
HIST 350	African-American History
HIST 352	Russian History
HIST 353	History of the Middle East
HIST 354	History of Latin America
HIST 371	The Byzantine Empire
HIST 372	Eastern Orthodox History and Theology
HIST 373	Arab Christianity
HIST 440	The Black Church in America
INST 213	Heritage of India
INST 214	Africa's Triple Heritage and the Modern World
INST 215	Heritage of Native North American Peoples
INST 216A	Heritage of the Church in El Salvador
INST 218	The Heritage of Islam
INST 219	Heritage of Brazil
MUSI 250	Music in World Cultures
POLI 324	Politics of the Middle East
POLI 325	Politics of Africa
POLI 326	Politics of Latin America
SOCI 350	Poverty, Oppression, and Development in Africa
SPAN 230A	Concepts of Health and Sickness in the Hispanic World
SPAN 402	Latin America's Unbridled Reality
SOWK 261	International Social Work
THEO 315	Theological Foundations of World Religions

For Non-traditional students:

LEAD 370*	Cross Cultural Studies3 CREDITS
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FOREIGN LANGUAGE REQUIREMENT (TRADITIONAL UNDERGRADUATE STUDENTS)

6 CREDITS

Additionally, Traditional Undergraduate B.A. and B.S.W. students are required to complete two semesters of the same foreign language, or one semester of the local language during a study abroad semester. Students are exempt from this requirement if they:

1. Score at the "novice high" level or higher on the Oral Proficiency Interview via computer exam (OPIC):opicdemo.actfltesting.org. Before taking the test, students should familiarize themselves with the ACTFL Proficiency Levels at: actflproficiencyguidelines2012.org Note: Students are responsible for the fee for this exam. OR
2. Speak English as a second language and attain a score of 79 on the TOEFL or a score of 6.5 on IELTS or earn 80% on the IESL Level 3 exam

Courses marked with an asterisk (*) are offered in an accelerated format.

CHRISTIAN FAITH AND PRACTICE

9-15 CREDITS

At Eastern, we desire to form not only life-long learners, but also individuals who are ever more fully being shaped in the image and likeness of Christ. We acknowledge that we are whole persons, whose minds, hearts, and bodies are gifts from God. Such gifts demand excellent stewardship, rooted in an understanding of Scripture and cultivated through the practices of Christian discipleship.

Biblically Informed – able to identify essential elements of the historical, cultural, and theological content of all the major divisions of the Bible

Formed in Christian Thought – able to express a reasoned understanding of the Christian faith, its mission, doctrines, traditions, and ways of life as well as reflect critically on one's own life in light of this understanding

Commitment to Justice – We acknowledge that we live in a broken world that nonetheless can be transformed by the power and grace of God. We believe that God acts through individuals and the institutions they create and inhabit to bring about justice and reconciliation.

Knowledgeable in Doing Justice – able to utilize biblical, theological, and philosophical resources to evaluate perspectives on social, economic, and political justice and to identify personal and structural responses to injustice

Students fulfill the learning outcomes for CHRISTIAN FAITH AND PRACTICE in the following ways:

BIBLICALLY INFORMED

3-6 CREDITS TOTAL

For Traditional Undergraduate Students:

BIBL 101 **Nature and Meaning of the Old Testament**3 CREDITS
and

BIBL 102 **Nature and Meaning of the New Testament**3 CREDITS

For accelerated (non-traditional) students:

BIBL 100* **Biblical Literature in Contemporary Context**.....3 CREDITS

FORMED IN CHRISTIAN THOUGHT

3-6 CREDITS TOTAL

For Traditional Undergraduate Students:

INST 150 **Introduction to Faith, Reason, and Justice**.....3 CREDITS
or

INST 151 **Introduction to Faith, Reason, and Justice** 1 CREDIT

(Transfer Students)

All students choose one of the following courses:3 CREDITS

MISS 100 **Introduction to Christian World Missions**

PHIL 211 **Faith and Philosophy**

THEO 210* **Christian Spirituality**

THEO 240 **Christian Theology**

COMMITMENT TO JUSTICE

3 CREDITS TOTAL

All students choose one of the following courses:

BIBL 365 **Sex, Violence, and the Bible**

BIBL 375 **The Marginalized and the Bible**

ECON 220 **Faith and Economic Justice**

INST 270* **Justice in a Pluralistic Society**

INST 271 **Justice in Caring for Vulnerable Populations**

SOCI 273 **Social Institutions and Justice**

SOWK 110 **Human Diversity and Social Interaction**

Courses marked with an asterisk (*) are offered in a non-traditional format.

BROAD KNOWLEDGE

10 CREDITS

An education rooted in the tradition of the liberal arts and sciences helps one develop a broad base of knowledge and a spirit of inquiry. It increases one's understanding of the order of creation, as well as the nature of humans and the institutions they create, through engagement with coursework in the Arts and Humanities, Social Sciences, and Natural Sciences.

Knowledgeable about the Arts – able to demonstrate knowledge of the creative and literary arts as transformative expressions of individuals and cultures through courses grounded in combinations of history, theory, and/or practice of the arts

Knowledgeable within the Social Sciences – able to demonstrate knowledge of socio-cultural and behavioral aspects of human experience through systematic, critical, and applied engagement with one or more of the social sciences

Knowledgeable within the Natural Sciences – able to demonstrate knowledge of the natural laws and processes that describe the order observed in God's Creation through the application of scientific reasoning, quantitative reasoning, and laboratory or field methodologies to investigate the universe, the physical world, or the biosphere

Students fulfill the learning outcomes for BROAD KNOWLEDGE in the following ways:

KNOWLEDGEABLE ABOUT THE ARTS

3 CREDITS TOTAL

All students choose one of the following courses:

BIBL 355 **Film and the Bible**

COMM 220 **Art of Film**

DANC 100 **Introduction to Dance Studies**

DANC 103 **Movement and Rhythms for Children**

DANC 122 **Global Dance Forms**

DANC 231 **Intermediate Modern Dance**

(prior training required)

DANC 232 **Intermediate Modern Dance**

(prior training required)

DANC 233W **Liturgical Dance History and Practice**

DANC 234 **Intermediate Ballet Dance**

(prior training required)

DANC 250 **Ballet History in Western Culture**

DANC 260W **Modern Dance History**

DANC 385 **Dance Improvisation (prior training required)**

ENGL 203 **Masterpieces of European Literature I**

ENGL 204 **Masterpieces of European Literature II**

ENGL 205 **Survey of British Literature I**

ENGL 206 **Survey of British Literature II**

ENGL 207 **Studies in Drama**

ENGL 208W **Studies in Poetry**

ENGL 210 **The Literature of Women**

ENGL 220W* **Studies in the Novel and Short Fiction**

ENGL 236 **Young Adult Literature**

ENGL 245 **Introduction to Creative Writing**

ENGL 299 **Seminar by the Sea: Gender Studies in Literature**

or Creative Writing

American Literature

American Literature

Irish Literature

Scottish Literature

Introduction to Music

History and Appreciation of Art

Opera: Total Art

Computer Graphics

Arts Integration in the Classroom

Music Skills

Musicianship I

Electronic Music

MUSI 305	Music Connections I
PHIL 222W	Art and Culture
THEA 135	Acting I
THEA 151	Basic Stage Craft and Design
THEA 202	Active Voice
THEA 204	Introduction to Theatre

KNOWLEDGEABLE WITHIN THE SOCIAL SCIENCES 3 CREDITS TOTAL

All students choose one of the following courses:

ANTH 101	Introduction to Cultural Anthropology
ANTH 201	People and Places
ANTH 210	Race and Ethnicity
ANTH 320	Language and Culture
ECON 205	Essentials of Economics
ECON 315W	Economic Reasoning Seminar
GEOG 201	World Geography
POLI 103	American Government
POLI 212	International Relations
PSYC 100	General Psychology
SOCI 100	Introduction to Sociology
SOCI 105*	Contemporary Social Problems

KNOWLEDGEABLE WITHIN THE NATURAL SCIENCES 4 CREDITS TOTAL

All students must take one natural science laboratory course. The following courses are available for non-science majors:

ASTR 111	The Solar System
ASTR 112	Exploration of the Universe
BIOL 103*	General Biology: Earthkeeping
BIOL 104	Human Biology
BIOL 105	Introductory Biology
BIOL 206	Ornithology
BIOL233	Anatomy and Physiology I
CHEM 111/113	Applied Chemistry: Air, Water and Energy (and Lab)

Math and science majors will fulfill the laboratory science requirement within their major.

Courses marked with an asterisk (*) are offered in a non-traditional format.

TOTAL REQUIRED FOR GENERAL EDUCATION	40-52 CREDITS
TOTAL REQUIRED FOR B.A. AND B.S.W. STUDENTS	46-52 CREDITS
TOTAL FOR B.S. AND B.S.N STUDENTS	40-52 CREDITS

ADDITIONAL INFORMATION FOR TRADITIONAL UNDERGRADUATE GENERAL EDUCATION COURSE SEQUENCING

Because the general education curriculum is designed to provide students with foundational skills and knowledge which are reinforced and applied through major coursework, it is critical that students complete their general education courses in a particular sequence and as much as possible within the first two years of their course of study.

The following general education course sequence is recommended for entering first-year students. Transfer students should complete any general education requirements that they have not satisfied with transfer credit in as timely a manner as possible.

RECOMMENDED YEAR 1 COURSES

1st semester:

INST 150	Introduction to Faith, Reason, and Justice
BIBL 102	Nature and Meaning of the New Testament
ENGL 091	Fundamentals of Writing or
ENGL 102	College Writing (based on placement)

2nd semester:

BIBL 101	Nature and Meaning of the Old Testament
ENGL 102	College Writing (for students who took ENG 091)

Other courses to complete by the end of the 1st year:

- Quantitative Reasoning course
- Knowledgeable about the Western Tradition course
- Foreign Language (if beginning at the 102 level or higher with a language previously studied)

RECOMMENDED YEAR 2 COURSES

- Knowledgeable within the Natural Sciences course and accompanying lab
- Knowledgeable within the Social Sciences course
- Formed in Christian Thought course
- Knowledgeable in Doing Justice course

OTHER REQUIREMENTS (TO BE COMPLETED BY THE END OF YEAR 3)

- Knowledgeable about a Tradition Beyond the West course
- Knowledgeable about the Arts course
- Foreign Language (if beginning at 101 level)

Some major courses also meet general education requirements. In the event that a major course is recommended in a semester that differs from this sequence, students should follow the recommendation of the major for that course.

MAJOR DECLARATION

A grade of C or better is required in all courses listed in the major, including prerequisites. The requirements for the major are determined by the date the major is formally declared.

Traditional Baccalaureate undergraduate students will enter the University as an Exploratory Studies major until the time that they declare a major. Students should formally declare their majors as early as possible, but not later than the sophomore year. Forms are available in the Office of the Registrar and require signatures of department chairs of intended majors. Students in nontraditional undergraduate programs enter with a declared major.

Some majors require a formal application beyond the major declaration card. Contact the Athletic Training, Chemistry, Education, Music, Nursing, and Social Work departments for details.

CHANGE OF MAJOR

A traditional baccalaureate student who desires to change majors must complete a change of major card (found in the Office of the Registrar) and have it signed by the department chairpersons of old and new majors. An accelerated nontraditional associates or bachelor's degree student must get approval to change the major by the

original advisor and the program director of the new major. Some programs have established deadlines for changing majors. It is the student's responsibility to consult with the program advisor to clarify eligibility and procedures.

SECOND MAJOR

Students are required to complete the requirements for only one major in order to graduate. However, traditional Baccalaureate students may elect to complete the requirements for a second major under the following conditions:

1. Fulfilling the requirements of a second major will be the student's responsibility; no official advisor in the second major department will be assigned. The student must consult with the departmental faculty for the correct sequence of courses.
2. The student must resolve any course conflicts caused by the second major's requirements. Semester schedules of classes are designed to minimize course conflicts within a department so that one major can be completed without course conflicts.
3. A second major should not be declared until a student's junior year after many of the courses have been taken or scheduled. Student must obtain the department chairperson's signature on second major card, found in the Office of the Registrar.
4. Courses used for a student's first major may be counted toward the student's second major where it is appropriate, since the second major is considered to be an elective of the student. All requirements for the second major must be met.
5. The University does not guarantee the ability to make every combination of two majors possible for a student. Class conflicts cannot always be avoided.

INDIVIDUALIZED MAJOR

A traditional baccalaureate student with fewer than 60 earned credits may propose an individualized major leading to the Bachelor of Arts degree. The individualized major must be developed with and sponsored by a full-time Eastern faculty member, who will then serve as the student's faculty advisor. The major must focus on a central theme not expressed in existing majors; draw from several disciplines; range in credits from 33 to 60; include at least one-third of the credits in 300 and 400-level courses; include at least one-half of the credits from Eastern's course catalog; and include a writing-intensive course and a culminating project, thesis or seminar.

The proposed curriculum and justification for the individualized major should be submitted in electronic form by the faculty sponsor to the Registrar (format is available in the Office of the Registrar). The Registrar will review the proposal, add comments, and forward to the division chair for action.

If approved by the faculty of the division, the proposal will be forwarded to the Undergraduate Curriculum Committee to be recorded in the minutes.

Once approved, any changes to the major must be approved by the faculty advisor and the Registrar.

SECOND BACCALAUREATE DEGREE

A student who holds a bachelor's degree from Eastern or from another college or university may earn a second bachelor's degree from Eastern under the following conditions:

1. Students must apply for admission through the undergraduate Admissions Office and submit official college transcripts.
2. A student who holds a bachelor's degree from Eastern University must complete 32 hours of credit beyond the 121 hours required for the first degree, making a total of at least 153 hours. The student must fulfill all the core curriculum requirements in effect at the time of return and must fulfill all current requirements for the major in the second degree.
3. A student who holds a bachelor's degree from another college or university must complete a minimum of 32 hours at Eastern. He/she must fulfill all the requirements for the major, must take 40% or more of the major course credits at Eastern, and must complete all the core curriculum requirements in effect at the time of admission. Credits for the degree must total 121 hours or more.
4. Financial Aid for a Second Baccalaureate Degree is limited to the Federal Stafford Loan Program. Eligibility is determined by filing the Free Application for Federal Student Aid (FAFSA). If the student is currently repaying prior loans, those loans may be eligible for an in-school deferment. The student should contact his/her lender for more information on deferments.

AFFILIATE PROGRAMS

Cooperative programs with nearby Cabrini, Rosemont and Valley Forge Military Colleges are among the special studies options offered to Eastern University students. Full-time traditional undergraduate students registered for at least 12 Eastern University credits may request one course per semester at no additional tuition (fees for course materials may be assessed by the host college). The courses taken and grades earned are reported on the student's Eastern University grade report and academic transcript. Grades are calculated into the session and cumulative grade-point average according to Eastern's quality point schedule. Students follow Eastern's registration and drop/add procedures but are subject to the **academic calendars**, policies, and regulations of the host institution. Transportation arrangements are the responsibility of the student.



SPECIAL OFF-CAMPUS PROGRAMS

Eastern students are encouraged to study abroad or in different cultural situations or to participate in one of several special programs recognized by the University. Applications must be submitted to the Coordinator of Off-Campus Programs no later than March for fall programs, or October for spring programs.

Eastern University recognizes the following special programs for off-campus study:

Accès Study Abroad, based in Strasbourg, France, provides a linguistic and cultural immersion experience designed for French minors and others with an intermediate or higher level of French.

American Studies Program* provides an opportunity in Washington, D.C. for students to explore national and international issues at public policy seminars led by leading Washington professionals. Students may also work as interns on various projects. This program, open to juniors and seniors, is especially pertinent to political science majors.

Au Sable Institute, with sites in the Great Lakes, Pacific Northwest, Costa Rica, and India, offers courses that combine academic content, field experience, and practical tools for stewardship of natural resources. Students may study in May and summer sessions. Students may apply for certification as Stewardship Ecologist, Naturalist, Land Resources Analyst, Water Resources Analyst or Environmental Analyst. (See requirements under Biology.)

Australia Studies Centre* students take classes at Christian Heritage College in suburban Brisbane. Course work is supplemented by experiential seminars, home-stays, and field trips.

The Contemporary Music Center* provides a 1 to 2 semester opportunity for students considering a career, Christian or secular, in contemporary music performance/composition, music business administration or music technology. This program is located in Nashville, TN.

Creation Care Study Program allows juniors and seniors to study diverse land and ocean ecosystems of New Zealand, cultural and sustainability issues in the South Pacific, along with policy applications and a Christian theology of stewardship.

Danish Institute for Study Abroad in Copenhagen, Denmark provides a wide range of courses taught in English that explore current issues and scholarship from a Northern European perspective.

Exchange Programs Eastern University maintains exchange programs with Laidlaw College in New Zealand (for Education majors), Soongsil University in South Korea, Trinity Western University in Vancouver (for Education majors).

Go-ED is a cross-cultural program that engages the whole person in the problem of poverty and God's transformational power. Sites are currently available in Africa and Thailand. Coursework and hands-on practicum placements focus on community development.

Hong Kong Baptist University offers Christian junior and senior students in all majors a living and learning experience in Hong Kong, China.

Honors Research Program at the Argonne National Laboratory in Chicago provides junior and senior biology, chemistry, and math majors an opportunity for advanced research at a nationally recognized laboratory. Argonne work is taken for a 16-week term during the academic year or an 11-week term between the junior and senior years.

Jerusalem University College in Israel offers a semester of study in history, language, culture, archeology, and geography of biblical lands.

Language Programs. Academic study abroad is required for Spanish majors who may choose from various study options in Spain, Mexico, and South America.

Latin American Studies Program* is based in Costa Rica. Students live with native families, study Spanish and the culture, history, politics, economics and religious life of the area, participate in service projects, and travel in Central America. Four academic tracks—International Business and Management, Language and Literature, Tropical Sciences, and Sustainability, and Latin American Studies—are available to qualified students.

LCC International University provides opportunities for faculty and student exchanges in Klaipeda, Lithuania. Students choose from the regular course offerings; instruction is given in English.

Los Angeles Film Studies Center* was inaugurated in 1991 and is located in Los Angeles, CA, near major production studios. A semester-long program combines seminar courses with an internship in various segments of the film industry, providing students an opportunity to explore the industry within a Christian context and from a liberal arts perspective.

Malawi Study Abroad Program is a program designed and administered by Eastern University faculty, offered every other fall semester, focused on teaching students about the cultural, social, and economic realities and challenges of Africa in general and Malawi in particular.

Middle East Studies Program* in Jordan provides students with the opportunity to study Middle Eastern cultures, religions, and conflicts from within this diverse and strategic region. Juniors and seniors participate in interdisciplinary seminar classes, receive Arabic language instruction and serve as interns with various organizations. Students are equipped and encouraged to relate to the Muslim world in an informed and constructive manner.

Netherlandic Study Program in Contemporary Europe, in affiliation with Dordt College, provides the opportunity to live near Amsterdam, one of the centers of Western Europe. Participants receive 16 semester credits from course work in language, literature, the arts, history, and politics. Options also exist for individualized study in other disciplines.

Oregon Extension offers a semester of community living and liberal arts studies. Thirty-two students from across the nation earn college credit in eight disciplines while living in wood-heated cabins in the Cascade Mountains of southern Oregon. Open to juniors and seniors with 3.0 or better grade-point average, the program relates Christian truth to academic study.

Oxford Study-Abroad Program provides an opportunity for a self-designed program of tutorial-style study in the arts and sciences at Oxford University.

The Quetzal Education Research Center, sponsored by Southern Nazarene University and based in the cloud forest of Costa Rica, is a field ecology-focused program (10 of 16 credit hours), plus courses in Latin American culture and in Biblical Theology of stewardship. Original research is required. Extensive travel in Costa Rica and Nicaragua, including rural homestays, is part of program.

St. Andrews University in Scotland welcomes qualified students to study for a semester or full year in classes chosen from the general curriculum.

Scholars' Semester in Oxford* in England offers interdisciplinary tutorial study in fields of philosophy, arts, history, economics, and religion. In addition to two Oxford tutorials, students participate in a seminar and an integrative course producing a project or term paper. Field trips explore England's rich history.

Spanish Studies Abroad, Seville, Spain; Cordoba, Argentina; Havana, Cuba, provides intermediate and advanced study in the Spanish language, culture, and literature.

Uganda Studies Program* introduces students to the dynamic world of the Global South, focused in the vibrant nation of Uganda. Participants are integrated with resident students of Uganda Christian University.

Universidad de las Americas - Puebla offers students with appropriate levels of Spanish language ability the opportunity to study Spanish and other disciplines at one of Mexico's major universities accredited by the Southern Association of Colleges and Schools. UDLAP offers very strong course choices in medicine, including courses in clinical Spanish for foreign students in all lab sciences and in business tracks.

*Sponsored by the Council for Christian Colleges and Universities. For descriptions of each of the programs, admissions requirements and fees, please contact the associate registrar/coordinator of off-campus programs.

FINANCIAL ASSISTANCE AND OFF CAMPUS PROGRAMS

In order for a student to be able to use Eastern University funded assistance for off-campus study, the student must:

- Apply one semester in advance for the off-campus study program
- Be enrolled full-time taking at least 12 credits
- Provide the Financial Aid Office with a Consortium Agreement outlining the program costs (unless the program is CCCU or an Eastern University Partnership)
- Participate in one of the following programs that have been approved for aid transfer (listed in 1 and 2 below):
 - 1) Council for Christian Colleges and Universities (CCCU) Program
 - American Studies Program, *Washington, D.C.*
 - Australia Studies Center, *Australia*
 - Contemporary Music Center, *Nashville, TN*
 - Latin American Studies Program, *Costa Rica*
 - Los Angeles Film Studies Center, *Los Angeles, CA*
 - Middle East Studies Program, *Jordan*
 - Scholars' Semester in Oxford, *England*
 - Uganda Studies Program, *Uganda*
 - 2) Programs approved by the Eastern University Curriculum Committee:
 - Accès Study Abroad, *France*
 - Creation Care Study Program, *Belize/New Zealand*
 - Danish Institute for Study Abroad, *Denmark*
 - Go-ED, *Africa/Thailand*
 - Hong Kong Baptist University, *Hong Kong*
 - Jerusalem University College, *Israel*
 - LCC International University, *Lithuania*
 - Netherlandic SPICE, *Netherlands*
 - Oregon Extension, *Oregon*
 - Oxford Study-Abroad Program, *England*
 - Quetzal Education Research Center, *Costa Rica*



- Spanish Studies Abroad, *Spain/Argentina/Cuba*
 - St. Andrews University, *Scotland*
 - Universidad de las Américas-Puebla, *Mexico*
- 3) Foreign language major. Please note these additional provisions:
- the student must have an average of B or better in the language of study.
 - Foreign language majors are the only students currently approved for two semesters of Eastern aid for off-campus study in their major. Both off-campus programs must be related to the student's major and/or minor language.
 - Foreign language majors are not limited to the programs listed above.
- 4) Exchange Programs through Eastern University:
- Laidlaw College, *New Zealand*
 - Soongsil University, *South Korea*
 - Trinity Western University, *Canada*

Additional information for off-campus study:

- Eastern University reserves the right to change fee and tuition charges for off-campus study. Charges include the higher of Eastern University's semester tuition or the program's tuition.
- A student may not use Eastern University funds for programs of less than 12 credits during the regular semester.
- A student may not use Eastern University funds for programs of study during the summer.
- A student may not use Eastern University funds for an Eastern sponsored travel course outside the regular semester.

- A student may not use Eastern University funds for a program taken while withdrawn from Eastern.
- Federal and state funded financial assistance is available for off-campus programs and courses, provided that Eastern grants full credit toward the degree program, and provided that the student meets student financial aid eligibility criteria, as determined by filing the FAFSA and making satisfactory academic progress.
- Payment of Charges - Students who attend off-campus programs must make satisfactory payment arrangements with the Director of Student Accounts at least 90 days prior to the start of the off-campus program.

An administrative fee for off-campus studies is charged for all off-campus programs.

All students who intend to have student aid funds applied to their Off-Campus Study expenses must:

- inform the Financial Aid Office if any information changes at any time after submitting an Information Update Form to the office or sending an e-mail to the office at finaid@eastern.edu
- provide the Financial Aid Office with a breakdown of their total cost to attend the program or course(s) at least 90 days prior to the start of the program by submitting a Consortium Agreement unless they are enrolled in a CCCU Program listed above.
- file the Free Application for Federal Student Aid (FAFSA) for consideration for aid other than the merit-based scholarship(s) from Eastern.



PRE-PROFESSIONAL PREPARATION

PRE-MEDICAL

Medical schools do not require a specific college major. However the minimal admissions requirements at the college level include the following courses, which should be taken by the end of the junior year (before MCAT is taken-<https://www.aamc.org/students/applying/mcat/>):

- Chemistry: one year of general chemistry [start in first semester of freshman year], then one year of organic chemistry, followed by a semester of biochemistry. Biochemistry II is also recommended.
- Biology: one year of general biology. Also recommended cell bio, molecular bio.
- Physics: one year of general physics [calculus I is a prerequisite].
- English: one semester of composition and one semester of literature
- Statistics
- General Psychology
- General Sociology

PRE-DENTAL, PRE-VETERINARY, PRE-PODIATRY, PRE-OPTOMETRY

Requirements are similar as above but also contain some additional necessary coursework. Therefore, students should check with specific schools and programs they are interested in for any unique course requirements (i.e., pre-optometry has additional math and science requirements). All above pre-professional students are advised by Dr. Maria Fichera and Pre-Vet is also advised by Dr. Meg Laakso.

PRE-ENGINEERING

Eastern University and Villanova University have entered into an agreement that leads to two degrees, the B.A in Math (from Eastern) and M.S. in Engineering (from Villanova). Students will study for four years at Eastern University and for one year at Villanova. Details and program requirements may be found in the Department of Mathematics section of the handbook under the heading Pre-Engineering Concentration.

PRE-LAW

This Pre-Law program offers an interdisciplinary introduction to law and legal institutions that emphasizes the skill-sets that are necessary for success in law school, law school admissions, as well as graduate programs and careers related to law. Law schools do not require applicants to have a specific major or to have taken specific classes, but they do emphasize that analytical and logic skills are essential to success in their programs. The pre-law minor offers students a guided path to developing these skills while allowing the freedom to major in a subject that interests them.

PRE-OCCUPATIONAL THERAPY AND PRE-PHYSICAL THERAPY

Physical Therapy and Occupational Therapy graduate programs do not require a specific college major; however courses required for the B.S. in Exercise Science (Kinesiology) provide a strong foundation for the field. Students pursuing Occupational or Physical Therapy should consult the graduate schools to which they are applying for requisite courses. Pre-requisite coursework varies according to the professional track and institution. Courses in the biological sciences (two semesters of general biology and two semesters of anatomy and physiology), physical sciences (two semesters of chemistry and two semesters of physics), psychology, and statistics are generally required for physical therapy school. Courses in the aforementioned biological sciences and several courses in psychology as well as statistics are generally required for occupational therapy. However, the required coursework in the physical sciences varies among the occupational therapy programs. Dr. Patricia Reger serves as the advisor.

PRE-PHYSICIAN ASSISTANT

Physician Assistant programs do not require a specific college major. (See www.aapa.org.) In general, most programs require a minimum of 200 hours of patient care experience as well as course work. Biology - five laboratory/lecture courses from a Biology Department to include at least anatomy and physiology and microbiology; Chemistry - four laboratory/lecture courses from a Chemistry Department, to include at least organic chemistry; Psychology - one course in psychology; Statistics - at least one statistics course and possibly calculus; Humanities - at least five courses in the humanities area; English composition; Literature; and Medical terminology. Other recommended electives include nutrition. Pre-physician Assistant students are advised by Dr. Maria Fichera and Dr. Wendy Mercier.

NURSING

Eastern University is approved by the Pennsylvania State Board of Nursing to offer a traditional pre-licensure Nursing program including clinical nursing education leading to the Bachelor of Science in Nursing. Dr. Dianne DeLong serves as the advisor.

TEACHER CERTIFICATION

Eastern offers the major in Elementary Education with additional education certification areas in bi-lingual, early childhood, secondary, special, and teaching English as a second language (ESL). Details of these program requirements for certification in the state of Pennsylvania are found in the Education section of "Courses."

ROTC

Valley Forge Military College will provide Senior Division Academic Instruction of the Army Reserve Officers' Training Corps, and Saint Joseph's University will provide either the two-year or four-year curricula of the Air Force Reserve Officers' Training Corps on their respective campuses, for



qualified, full-time Eastern students. Registered Eastern University students making satisfactory academic progress will be granted academic elective or activity credit applicable toward graduation for their successful completion of ROTC courses. The maximum number of credits granted for either program will not exceed two activity credits and 12 professional elective credits.

For further information on the programs, scholarships and career opportunities, contact Professor of Military Science, Valley Forge Military College, 1001 Eagle Road, Wayne, PA 19087, or Professor of Graduate Course Work.

UNDERGRADUATE STUDENTS TAKING GRADUATE COURSEWORK

Undergraduate students may register for graduate courses (500 and 600-level) for the following purposes:

1. To provide enrichment in the undergraduate program of study:

The student must have a 3.0 grade-point average, senior standing (88 credits) and written approval of the Graduate Program Director for the requested course. Eligible undergraduate students may enroll in two graduate courses without formally applying to the Graduate program. The graduate credits will be billed at the undergraduate rate within the student's regular semester load. The graduate course(s) may fulfill the requirements and credit hours of the student's undergraduate degree.

2. To earn graduate credit to be held in escrow until the student enters a graduate program of study:

The student must have a 3.6 grade-point average, senior standing (88 credits), and must formally apply to the Graduate program through the Office of Graduate Admissions. Eligible undergraduate students may enroll in two graduate courses before completing the undergraduate degree. The graduate credits will be billed at the graduate rate, which will be in addition to the student's regular undergraduate semester load. The graduate course(s) may not fulfill the requirements or credit hours of the undergraduate degree. When the student earns an undergraduate degree and enters a graduate program of study at Eastern, the course grades and credits will be awarded.

THE TEMPLETON HONORS COLLEGE

The Templeton Honors College is designed to challenge and prepare academically gifted undergraduate students for leadership and service as individuals of influence in culture, society, and their professions, by providing a holistic program focused on the life of the mind, character formation, and skill development.

The curriculum involves intensive reading, writing and discussion around both great texts of the Western canon and important contemporary works, within the context of the liberal arts tradition.

The Templeton Honors College accepts up to 36 new students each year through a competitive application process. Participation in the Templeton Honors College becomes part of the student's academic record. The Templeton Honors College has been made possible through the generosity of Drs. John, Jr. and Josephine Templeton.

ADMISSION REQUIREMENTS

1. Acceptance to Eastern University.
2. Students entering from high school must be in the top 9% of their graduating class and have SAT scores of at least 1200/1800 or ACT scores of 27, or extraordinary leadership abilities with significant academic achievements.
3. Transfer students must have a 3.5 grade-point average from prior institution(s) and no more than 36 college credits.

TEMPLETON HONORS COLLEGE COURSES

The Templeton curriculum is divided into the following five groups of courses, taken over four years. All of the Eastern University general education goals are addressed through the Templeton curriculum, as is the additional college-specific goal of "Broad Knowledge."

1. ETHICS AND PUBLIC THOUGHT:

HONR 101 The Good Life

The question of the Good Life is one of the foundational and most permanent human questions—to be asked by all of us. The ancients, both pagan and Judeo-Christian, saw two main ways of working out this question: the active life and the contemplative life. This is a course in Christian ethics and character formation, and is therefore designed to expose students to some of the classic questions and dilemmas humans have faced in pursuit of a life well-lived. With the help of great texts students will ask: What characterizes a life well-lived? How should we understand the "good"? Why is there evil? What is the nature of vice and virtue, and how can we habituate ourselves in virtue? What is justice? How can we live a life that is good for us as well as for our neighbor? And why is there suffering?

HONR 102 Justice and the Common Good

In this class we engage questions about justice and the common good by examining major texts and thinkers from the classical, Christian, modern, and contemporary perspectives. Particular attention will be given to the validity and purpose of law, differing conceptions of justice and their practical consequences for regime type, the grounds of human dignity and integrity, as well as selected problems of meta-ethics.

HONR 310 Modernity and the Good Society

The purpose of this course is to provide students with background and understanding of distinctly modern theories of society with a particular focus from the nineteenth century to the present. The course will explore the evolution and development of “modernity” less as an idea or epoch and more as a set of institutional transformations and practices. In the last two hundred years, changes in our understanding of the major spheres of human activity—political, economic, cultural, and religious—have revolutionized how human beings experience the world and their place in it. Our main framework of inquiry will be the empirical and theoretical methods of classical sociology, which take a macro-historical approach to making sense of modern times.

2. WESTERN CIVILIZATION:**HONR 103 and HONR 104 Templeton Chorale**

The Templeton Chorale is a two-semester ensemble course specifically tailored to teach students how to sing in a choral ensemble. Students will learn notation, correct breathing, posture, and singing techniques, as well as specific strategies to participate competently in fine choral singing. Students will study, analyze, and perform some of the classic choral repertoire of the Western Christian Tradition. Upon completion of this course sequence students will have the ability to sing in a choral ensemble, to understand the basic choral repertoire of the Western musical canon, and to appreciate the art of choral music and literature.

HONR 160 Greece and Rome

This course is the first in a four-course series in which we will read and discuss some of the books which made us who we are, so that we may understand ourselves and our world better. This first course investigates how the Bible was joined by the traditions of Greek and Roman thought and literature to lay a foundation for Western thought and culture. Assuming a knowledge of the Bible, we begin by reading great writers of ancient Greece and Rome, then examine how Augustine used, modified, and criticized these writers in forming the tradition of Western Christian thought.

HONR 161 Medieval and Renaissance Europe

This course builds on what was investigated in the first semester, how a Biblical worldview was joined by a second great source, the tradition of Greek and Roman thought and literature, to form the Christian culture of late antiquity. Assuming you possess a knowledge of the great questions and ideas of the ancient world, we begin by reading some of the foundational texts of the Medieval and Renaissance period, from them move to the brink of the modern scientific and skeptical world, and through all of them join the ongoing conversation about them and their impact on our own world.

Plus choice of either:

HONR 260 Modern Europe

This course is a study of Modernity, both as a period and as a concept—a problematic concept at the present time, which many people think of as postmodern. We will pay special attention to the interaction between European modernity and the heritage of Christianity. The course examines the new skepticism, the modern intellectual movement known as the Enlightenment, and a key literary movement in modernity, Romanticism. Finally it takes a critical look at the project of modernity from various points of view.

HONR 261 The American Mind

This course explores the development of theological, philosophical, literary, and political ideas in the United States. American political ideas have continually attempted to build a good and just society, balancing the needs of freedom and order by drawing upon classical and Christian sources. Churchmen and philosophers pondered the role of reason and faith in society and the individual, as the democratic environment of America offered new challenges and possibilities. While drawing upon their European heritage, American writers strove to create a distinct literary sensibility and aesthetic. Europeans grappled with perennial issues such as goodness, justice, reason, faith, freedom, and order for centuries. Americans offered their own answers, rooted in their particular culture and environment.

HONR 300 Honors Seminars

(optional; may be taken multiple times)

Honors seminars are designed to provide students an opportunity to consider specific texts, authors or subjects in a more focused, extended, and intensive way than a typical course affords. These small seminars function in a discussion format, reading from great texts and great minds about great ideas in a variety of disciplinary and interdisciplinary domains.

3. CHRISTIAN THOUGHT:**HONR 140 Old Testament**

The books that we call the “Old Testament” provide the foundation of our faith in at least three ways: (1) they describe carefully selected events from creation through the fifth century BC/BCE; (2) they contain the poems, prayers, and reflections of wise and creative men and women of God; and (3) they report the declarations of God through his servants the prophets. This course offers an overview of the biblical books of the Old Testament (from Genesis through Malachi), according to the Protestant canon. We will read and study closely select portions of these books for two purposes: (1) in order to gain an overview of the Old Testament (its canonical arrangement and general contents, as well as “key” places, dates, people, and events); and (2) in order to begin to learn how to interact with the various genres of the biblical text in a thoughtful manner (i.e., biblical stories, laws, poems, and prophecies).



HONR 141 New Testament

The books that we call the “New Testament” [NT] continue the story and themes found in the “Old” Testament [OT]. Although they are not more inspired or more important than the OT, they support our faith in at least three ways: (1) they describe portions of the ministry of our Lord Jesus Christ, from before the annunciation of his birth until his ascension into heaven and then his continuing ministry in and through the earliest Church; (2) they contain the writings in which early believers attempt to explain the significance of the life and ministry of Christ; and (3) they remind us of the continuing and culminating work of God. This course offers an overview of the biblical books of the New Testament (from Matthew through Revelation). We will read the entire NT in canonical sequence and discuss selected passages in order to (1) gain an overview of the NT (its canonical arrangement and general contents, as well as “key” places, dates, people, topics, and events); and (2) in order to continue learning how to interact thoughtfully with the various genres of the biblical text, especially biblical stories, epistles, and prophecies.

HONR 240 Introduction to Christian Theology

This course aims to introduce students to the Christian tradition of theological reflection on Christian faith and life, addressing topically the historical formation of basic Christian doctrine concerning Scripture, the Trinity, creation and providence, Christology, grace, salvation, the Church, sacraments, and Last Things.

HONR 480 Honors Capstone

The Templeton core curriculum has been designed to nurture in students the cultivation of a rich, integrative, and coherent worldview—a worldview devoid of the common artificial divisions between academic pursuits, spiritual formation, cultural appreciation, and community life. The Honors Capstone is designed to revisit and, in some cases, recover the richness and coherence of an integrative humanistic, Christian worldview. Of particular importance for fourth-year students preparing for graduation, the course is posed as an opportunity for reflection and preparation for their vocational future.

4. SCIENTIFIC THOUGHT:

Choice of one from:

HONR 201 Cosmology

In this course, students will study humankind’s preconceptions and understanding of the structure and origin of the universe and how these views have influenced belief systems and history. Includes observatory experience.

HONR 203 Theories of the Origin of Life

The purpose of this course is to examine the common assumptions made by both sides in the debate over the origins of life. Evolutionary mechanisms need bear no terrors for a consistent biblical theist. Neither logic, nor doctrine, nor physical data need be transgressed or ignored within a concursus model of God’s providential activity. The course will support this thesis of potential harmony through discussions in history, theology, and philosophy, as well as through analysis of the scientific data of current evolutionary biology. Far from removing us from our transcendent roots, a theistic view of evolution can give significance and meaning to the human struggle against evil, and to our search for significance in a spiritual cosmos.

HONR 204 Mathematics in the Western Tradition

This course engages in a study of mathematical thought in the Western Tradition from Euclid, through modernity and to the present. Attention is paid both to the mathematical work of key figures, and the relationship between their mathematical system and the concurrent development of philosophical thought. Students will read the primary texts of mathematicians and philosophers, learn fundamental mathematical skills, and explore the ways in which mathematical thought has influenced, and been influenced, by the broader tradition.

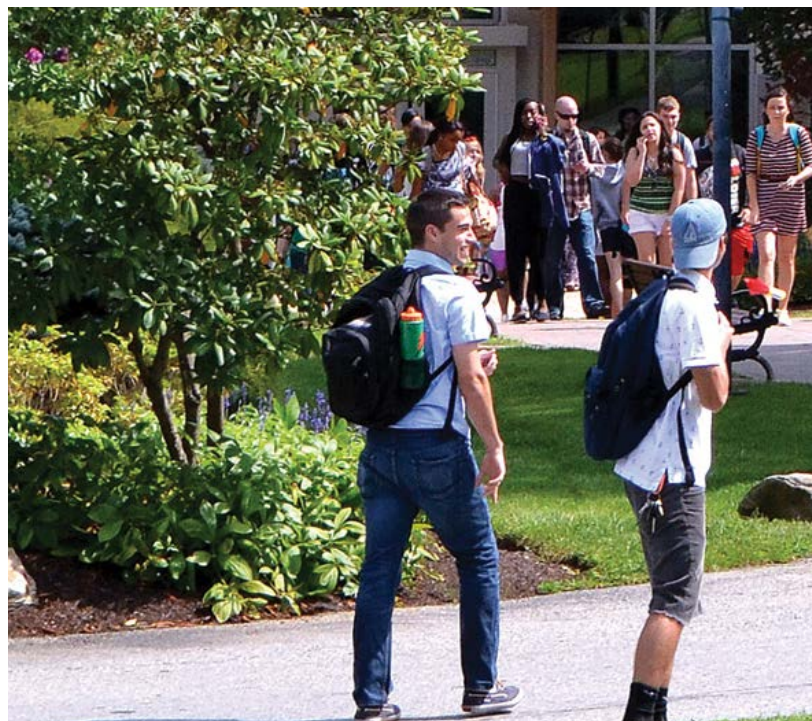
Plus one laboratory science course from College of Arts and Sciences offerings.

5. GLOBAL AWARENESS:**Global Diversity**

Students select one course from a list of offerings within the College of Arts and Sciences which offer sustained, direct engagement with one or more cultures outside the Western Tradition. The purpose of these courses is to help students understand and interact productively within the diversity that characterizes human cultures, particularly those outside of the Western tradition.

Foreign Language

Language both reflects and shapes human culture and human thought. Because of this, studying a language other than one’s native language helps students better understand how reality can be interpreted and expressed in significantly different ways. All Templeton students are required to demonstrate the ability to communicate in a language other than their native language at a novice high level or higher (by successfully completing a 102-level or higher course in a chosen language).



GENERAL EDUCATION AND THE TEMPLETON HONORS COLLEGE CORE CURRICULUM

The Templeton Honors College core curriculum is designed to meet all of the university general education goals. Students complete their general education requirements through Templeton and complete requirements for a major through the College of Arts and Sciences. The Templeton core curriculum satisfies the university general education goals and indicators as follows.

EFFECTIVE COMMUNICATION

- TECHNOLOGICAL SKILLS.....0 CREDITS
(completed online during first semester of enrollment)
- WRITTEN COMMUNICATION0
(completed during HONR 101)
- ORAL COMMUNICATION.....0
(completed during HONR 102)

CRITICAL REASONING

- ARGUMENT AND ANALYSIS.....0
(completed during HONR 160)
- SCIENTIFIC REASONING0
(completed during laboratory science course)
- QUANTITATIVE REASONING.....3
HONR 204 **Mathematics in the Western Tradition**
Or one of the following courses:

- MATH 103 **Mathematical Ideas**
- MATH 140 **College Algebra**
- MATH 150 **Pre-Calculus**
- MATH 160 **Calculus I**
- MATH 220 **Statistics**
- BUSA 221 **Business Statistics**
- CSCI 150 **Problem Solving with Computers**
- PSYC 220 **Statistics for the Social and Behavioral Sciences**
- SOCI 220 **Social Statistics**

INFORMATION LITERACY.....0
(completed during HON 141)

CULTURAL AND GLOBAL AWARENESS

- KNOWLEDGEABLE ABOUT THE WESTERN TRADITION9
- HONR 160 **Greece and Rome**
- HONR 161 **Medieval and Renaissance Europe**
plus either
- HONR 260 **Modern Europe**
- HONR 261 **The American Mind**

KNOWLEDGEABLE ABOUT A TRADITION BEYOND THE WEST3
One course from the Undergraduate Core plus

All Templeton students must complete one semester of foreign language at the 102 level or higher or earn credit for language study during a one-semester study abroad program. (Students studying a language for the first time during a non-study abroad semester must complete 101 before enrolling in 102.) Students are exempt from this requirement if they:

- Score at the “novice high” level or higher on the Oral Proficiency Interview via computer exam (OPIc); or
- Speak English as a second language and attain a score of 79 on the TOEFL or a score of 6.5 on IELTS or earn 80% on the ESL Level 3 exam



CHRISTIAN FAITH AND PRACTICE

BIBLICALLY INFORMED	6
HONR 140 Old Testament	
HONR 141 New Testament	
FORMED IN CHRISTIAN THOUGHT	8
HONR 101 The Good Life	
HONR 240 Introduction to Christian Theology	
HONR 480 Honors Capstone	

COMMITMENT TO JUSTICE

KNOWLEDGEABLE IN DOING JUSTICE.....	3
HONR 102 Justice and the Common Good	

BROAD KNOWLEDGE

KNOWLEDGEABLE ABOUT THE ARTS	2
HONR103 and HONR 104 Templeton Chorale	
KNOWLEDGEABLE WITHIN THE SOCIAL SCIENCES.....	3
HONR 310 Modernity and the Good Society	
KNOWLEDGEABLE WITHIN THE NATURAL SCIENCES.....	3-7
<i>Choice of one of the following:</i>	
HONR 201 Cosmology	
HONR 203 Theories of the Origins of Life	
HONR 204 Mathematics in the Western Tradition	

plus

All Templeton students must take one natural science laboratory course.

The following courses are available for non-science majors:

ASTR 111 The Solar System
ASTR 112 Explorations of the Universe
BIOL 103 General Biology: Earthkeeping
BIOL 104 Human Biology
BIOL 105 Introductory Biology
BIOL 206 Ornithology
CHEM 111/113 Applied Chemistry: Air, Water and Energy

Math or science majors may instead take one of the following courses:

BIOL 151 General Biology I
BIOL 152 General Biology II
CHEM 118 Chemistry for Healthcare (Nursing students only)
CHEM 121 General Chemistry I
PHYS 101 Introduction to Physics

TOTAL credit hours 42-50

TEMPLETON COURSE SEQUENCE

Because the general education curriculum is designed to provide students with foundational skills and knowledge which are reinforced and applied through major coursework, it is critical that students complete their core courses in a particular sequence and as much as possible by the end of their third year of study.

The following general education course sequence is recommended for entering first-year Templeton students.

YEAR 1 COURSES

1st semester:

HONR 103 Templeton Chorale
HONR 101 The Good Life
HONR 140 Old Testament
HONR 160 Greece and Rome

2nd semester:

HONR104 Templeton Chorale
HONR 102 Justice and the Common Good <i>(may be taken in 3rd semester)</i>
HONR 141 New Testament
HONR 161 Medieval and Renaissance Europe

Other courses to complete by the end of the 1st year:

Foreign Language (if beginning at the 102 level or higher with a language previously studied)
Knowledgeable about Life Fitness course (may be taken in Year 2 if needed)

YEAR 2 COURSES

To complete by the end of the 2nd year:

HONR 240 Introduction to Christian Theology
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Choice of Either:

HONR 260 Modern Europe
HONR 261 The American Mind

Choice of one from:

HONR 201 Cosmology
HONR 203 Theories of the Origin of Life
HONR 204 Mathematics in the Western Tradition

YEAR 3 REQUIREMENTS

HONR 310 Modernity and the Good Society	
Knowledgeable about a Tradition Beyond the West course	
Natural Science laboratory course	
Foreign Language (if beginning at 101 level; may be completed earlier)	

YEAR 4 COURSE

HONR 480 Honors Capstone

Some major courses also meet general education requirements. In the event that a major course is recommended in a semester that differs from this sequence, students should follow the recommendation of the major for that course.

CONTINUATION REQUIREMENTS

To remain in good standing in the College, Templeton students must earn a minimum grade of C in every honors (HONR) course. Additionally, they must achieve a minimum cumulative GPA of 3.2 after the first year, 3.3 after the second year, and 3.4 in subsequent years through graduation. Templeton students are also expected to attend Honors Forum and participate in other aspects of community life.

GENERAL ACADEMIC REGULATIONS

CLASS ATTENDANCE

The University expects all students to attend their scheduled classes and laboratory periods regularly. It is recognized that what constitutes satisfactory attendance will vary among disciplines and courses within the same subject field. Accordingly, at the beginning of each course, instructors will notify their students in writing via the course syllabus what constitutes satisfactory attendance in that course. Furthermore, attendance records submitted to the Office of the Registrar in the beginning, middle, and end of each semester are necessary for institutional administration and external reporting.

Instructors may not impose or recommend a penalty for class absences unless they have given their class attendance policy to students and filed a copy with the Vice Provost of Academic Affairs. Absences from classes are not allowed on the class day immediately preceding or following a University recess or a regularly scheduled holiday.

When students enter a class after attendance has been taken, they have the responsibility of reporting their presence to the instructor after the class. Otherwise, they will be counted absent. Students leaving the classroom without permission from the instructor will be marked absent.

Students are accountable for all work missed because of class absence. Instructors are under no obligation to make special arrangements for students who were absent.

If a student exceeds the allowed number of absences as specified in the syllabus, the instructor may recommend to the student that the student withdraw from the course; if the student chooses to remain in the course, the instructor will grade the student according to the syllabus and any penalties described in the syllabus.

Attendance at all class sessions of accelerated courses is considered a critical element in the accomplishment of learning outcomes. Class attendance for online courses is defined as an online presence demonstrated by active participation in all threaded discussions and virtual chats as required by the instructor. Failure to fulfill requirements within the parameters of each session will result in the student being marked absent.

It is recognized that class absences are sometimes necessary for extenuating professional or personal reasons. It is for these reasons that policies and procedures are established and published by the departments responsible for each program. Please consult your department's Web page or posted/printed materials for specific attendance expectations for your program.

CLASS CANCELLATIONS

On occasion, instructors need to cancel their classes because of illness or some other unusual circumstance. Campuses may close for emergency situations or due to weather.

RADIO

PHILADELPHIA AREA

Should we close or delay classes in the Philadelphia area, a radio announcement will be made on **KYW News Radio**, 1060 AM; our school closing number is listed in Delaware County and is 1207.

CENTRAL PA AREA

Should we close or delay classes in the Central PA area, a radio announcement will be made on **WARM 103 FM**; schools are listed alphabetically, by name, and according to the type of closure (full closing, delay of 2 hours, etc.).

SCHOOL CLOSING INFORMATION

Go to www.eastern.edu and enter School Closing Info into the Search window to review the current status of facilities and operations at campuses and locations operated by Eastern University.

TEXT ALERTS

If you would like to receive text messages alerting you to class cancellation due to weather closure, sign up for text alerts by going to **EU Emergency Messaging System**. Fees may apply depending on your mobile phone contract, please contact your wireless provider with any questions.

ABSENCE OF INSTRUCTOR

If a professor or instructor does not meet a class at the assigned hour and no formal cancellation notice has been posted, one of the students should notify the Office of the Registrar. Instructions for procedure will be given from that office.

CONVOCATIONS AND LECTURES

Convocations for the entire University community are held throughout the year to mark significant events in the life of the University and to provide cultural and educational enrichment. Full-time students are expected to attend convocations.

University lectures, the Faith Forum, and the Staley Distinguished Christian Scholar Lectures are also featured.

WITHDRAWAL FROM THE UNIVERSITY

A student intending to withdraw from the University, even for one or two semesters, must participate in an exit interview with the Residence Hall Director, Student Success Advisor or Assistant Dean of Students. Failure to officially withdraw will result in forfeiture of the general expense deposit. Students withdrawing at the end of a semester or in intervals between regular semesters should contact the Center for Student Success.

A student who has been receiving any type of federal loan prior to withdrawing from the University must also complete a Loan Exit Interview with the Financial Aid Office. The Stafford Loan Exit Interview may be completed online at studentloans.gov (contact the Financial Aid Office with questions) and the Perkins Loan Exit Interview may be completed online at www.ecsi.net (contact the



Financial Aid Office with questions). Adjustments to the student's aid may be necessary when the student does not complete a semester for which aid is given. This in turn may leave a balance owed to the University (payable to the Student Accounts Office). In addition, a student who withdraws from the University should also be aware that when satisfactory academic progress for Financial Aid is checked in May, he/she may fall short of the required credits or cumulative GPA (CGPA) to be eligible to receive aid again. The student will be sent a notification of this deficiency even though the student has withdrawn, so that he/she has the opportunity to correct the situation. For more information on this, please check "Measurement of Academic Progress" and "Grade Point Average Requirements" in the Financial Assistance section of the catalog.

For a student withdrawing during a semester, the authorized date of withdrawal will be that used on the student's permanent record. If the student withdraws before the last day to withdraw from a course (the tenth week of the semester), the student will receive a grade of W (Withdrawal) for each course. The grade of W carries neither credit nor penalty. If the student withdraws after the tenth week of a semester, the student will receive a grade of WF for each course. The grade of WF carries the same penalty as the grade of F. Published refund policies apply (See Withdrawal and Refund Policy.)

REQUIRED WITHDRAWAL

The University reserves the right to dismiss a student whenever, in the judgment of the University, the conduct of that student warrants dismissal.

In the case of disciplinary dismissal, twenty-four hours will be allowed for the removal of the student after receipt of notification of dismissal.

UNIVERSITY HANDBOOK

All students are responsible to read, understand, and abide by the Student Handbook (www.eastern.edu/handbook). Students are responsible for these regulations and others announced to the student body.

UNACCEPTABLE ACADEMIC BEHAVIOR

The following are recognized as unacceptable forms of academic behavior at Eastern University:

1. Plagiarism. Plagiarizing is presenting words or ideas not your own as if they were your own. Three or more words taken directly from another author must be enclosed in quotation marks and footnoted. The source of distinctive ideas must also be acknowledged in a footnote. The words or ideas of another are not made your own by simple paraphrasing. A paraphrase, even if acknowledged by a footnote, is unacceptable unless specifically permitted by the instructor.
2. Submitting a paper written by another student or another person, including material downloaded from electronic media, as if it were your own.

3. Submitting your paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
4. Fabricating evidence or statistics which supposedly represent your original research.
5. Cheating of any sort on tests, papers, projects, reports, and so forth. Each faculty member is required to send a record, together with all evidence of all suspected cases of academic dishonesty, to the Academic Dean.

PENALTIES FOR ACADEMIC DISHONESTY

Academic Penalty • In the event academic honesty is violated, according to the definition adopted by the faculty and whatever additional definition the instructor has published to his/her students, the instructor may do one of the following things, according to his/her assessment of the severity of the infraction and any extenuating circumstances.

1. Assign a grade of F or "0%" on the paper, project or examination but allow resubmission, resulting in a maximum combined grade of C.
2. Assign a grade of F or "0%" on the paper, project or examination without the opportunity for resubmission.
3. Assign a grade of F in the course.

In all cases the instructor will forward evidence of dishonesty to the Academic Dean and will inform the Dean of the action taken.

Disciplinary Penalty • All cases of academic dishonesty will be reviewed by the Dean of Students for possible disciplinary action. Any disciplinary action will occur in addition to the academic penalty. Disciplinary penalties may include disciplinary probation, suspension or disciplinary dismissal.

GRADING SYSTEM

Principal Grades

Most courses at Eastern are graded on a system of five grades: A, B, C, D, and F. As noted, some courses are graded on a Pass-Fail (P/F) basis. The following are the principal grades at Eastern and the grade (or quality) points assigned to each:

A+	(Excellent)	.....	4.0
A	(Excellent)	.....	4.0
A-	(Excellent)	.....	3.7
B+	(Above Average)	.....	3.3
B	(Above Average)	.....	3.0
B-	(Above Average)	.....	2.7
C+	(Average)	.....	2.3
C	(Average)	.....	2.0
C-	(Below average)	.....	1.7
D+	(Low passing)	.....	1.3
D	(Low passing)	.....	1.0
D-	(Low passing)	.....	0.7
F	(Failing)	.....	0.0
WF	(Withdrawn Failing)	.....	0.0

The total quality points divided by the total credit hours which the student has attempted yields the grade-point average. The minimum satisfactory grade-point average is 2.00. A 2.00 average is required for graduation.

Note: When the course description specifically states that a student may choose the option of ABCDF or P/F grading, the grading option cannot be changed after the last day to add a course in any academic session.

The following are the definitions of grades adopted by the faculty.

A grade of A represents: 1) Superior understanding of course material and evidence of ability to analyze critically and synthesize creatively; 2) Sound techniques of scholarship in all projects; 3) Creativity, imagination, sound judgment, and intellectual curiosity in relating the course material to other areas of intellectual investigation.

A grade of B represents: 1) Understanding of course material and evidence of ability to produce viable generalizations and insightful implications; 2) Understanding of techniques of scholarship in all projects; 3) Sustained interest and the ability to communicate ideas and concepts which are part of the subject matter of the course.

A grade of C represents: 1) Understanding of course material demonstrated by few errors in fact and judgment when discussing the material; 2) Competence in techniques of scholarship; 3) Satisfaction of the minimum stated requirements for the course in preparation, outside reading, and class participation.

A grade of D represents: 1) A minimal understanding of the course material demonstrated by some errors in fact and judgment when discussing the material; 2) Very little competence in techniques of scholarship; 3) Satisfaction of somewhat less than the minimum standard of requirements for the course in preparation, outside reading, and class participation. There is no grade of D in graduate school.

A grade of F represents: 1) A lack of understanding of the course material demonstrated by many errors in fact and judgment when discussing the material; 2) An inability to use sound techniques of scholarship; 3) Failure to meet the standard and fulfill the requirements of the course.

OTHER GRADES AND NOTATIONS

The following other grades are given in special cases. Further explanations follow.

I	Incomplete
W	Withdrawn (carries no attempted or earned hours)
WF	Withdrawn Failing (carries the same academic penalty as an F)
P	Passing (A, B, C or D work)
NC	No credit (carries no academic penalty)
AU	Audit

PASS-FAIL COURSES

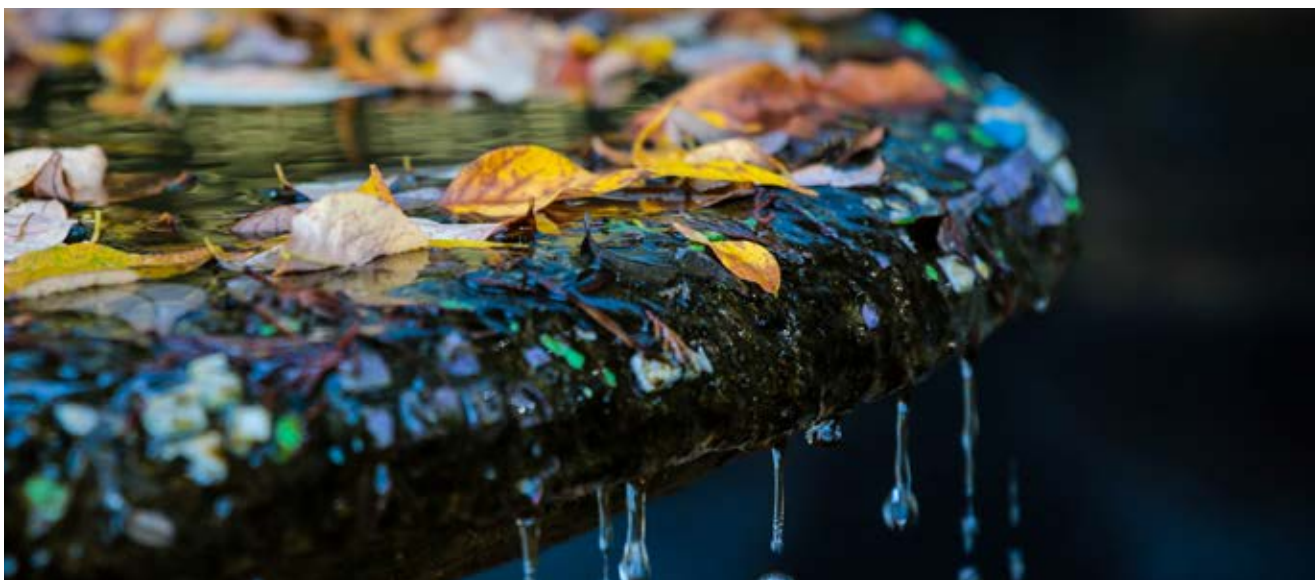
Some courses are given only on Pass-Fail basis and are graded P/F by faculty action (check the course description). No other courses should be graded on this basis. Special Topics courses may be graded P/F if this is stated in the course description.

An earned grade of P will give the student credit for the course, but the P does not calculate in the grade-point average. An earned grade of F allows credits for the course to count as hours attempted; the F affects the student's grade-point average like any other F.

PASS-NO CREDIT OPTION

A Pass-No Credit grading option is available to full-time students under the following conditions:

- Any student may elect this option in four courses taken to fulfill graduation requirements at Eastern, provided that such courses are not used to meet core curriculum requirements, major, or area of concentration requirements.



- This option may be elected in only one course in a given semester. (This option is not available in summer session.)
- The course will be graded Pass (P) or No Credit (NC), which will be recorded on the student's permanent record, but will not affect the student's grade-point average.
- Hours graded P will be counted as hours earned toward total hours required for graduation. Hours graded NC will not count as hours earned, but neither will they count as hours attempted.
- This option may be added or dropped only during the first week of the semester.
- Students are expected to do all the work assigned and to take all examinations in courses graded on the P/NC basis.

The purpose of this option is to encourage students to pursue the broadest possible course of studies apart from their major or core curriculum requirements.

AUDIT OPTION

A properly qualified student may attend a class as an auditor with the permission of the instructor and Registrar. An auditor is primarily an observer and may not take examinations in the course. No credit is granted for auditing a course. Once a student has audited a course, he/she may not subsequently register for the same course and earn credit.

INCOMPLETE GRADES

The grade "I" is given when a student fails to complete course requirements because of extreme and unforeseen extenuating circumstances that may have affected academic performance. The "I" must be approved by the professor teaching the course. In an effort to provide interim assessment during the incomplete period, the professor will provide a completion outline with a timeline of deliverables during the makeup period. This form must be signed by the professor and student before the end of the semester/session. The incomplete is recorded at the end of the semester/session and must be removed within 60 days. The "I" grade automatically becomes an "F" if the student does not complete course requirements and a change of grade is not submitted within the time frame stipulated above. In the case of persistent or additional extreme and unforeseen extenuating circumstances, an extension of the incomplete or a "W" (Withdrawn) grade may be authorized. An "Exception to Policy" form, available from the Office of the registrar Web page, www.eastern.edu/registrar, should be completed and submitted to the dean, along with documentation of the persistent or additional extreme and unforeseen extenuating circumstances. "W" grades will be awarded only for the course the student was passing at the time he/she became incapacitated. Courses carrying a grade of "W" receive no credit and are not counted as hours attempted.

Students who have been granted an incomplete for a class, or multiple classes, may receive a letter informing them that they have not met the "Minimum Standard for Academic Progress" when grades are checked in May. The student must contact the Office of Financial Aid, informing them of the status of the incomplete class(es). If the student does not make up the deficiency in the required timeframe, he/she may be ineligible to receive any type of aid for the upcoming semester(s). For more information, please read "Measurement of Academic Progress" and "Grade-Point Average Requirements" in the Financial Assistance section of the catalog.

CHANGE OF GRADE

A request for a change of grade is submitted by the instructor to the Registrar only when an error in the original grade has been determined.

REPEATED COURSE

Eastern University is in transition and there is a separate policy for traditional baccalaureate students and for non-traditional accelerated students.

TRADITIONAL BACCALAUREATE REPEATED COURSES:

A student may register for a course a maximum of two times. Grades of "W," "F," "WF," and "D±" and "C-" count toward the maximum of two registrations. Thereafter, a student may only register for the same class after completion and approval of an appeal based upon extenuating circumstances, such as prolonged illness. The appeal is a contract written by the student prior to the term in which he or she seeks re-enrollment. The appeal must detail the extenuating circumstances as well as an action plan to deal with the same or similar situations in the forthcoming term, including, but not limited to, campus based counseling, outside counseling, Student Disability Services, and tutoring. The appeal must be written by the student and signed by the student, Department Chair/Program Director, and Dean.

NONTRADITIONAL ACCELERATED REPEATED COURSES:

Undergraduate students must repeat courses for the major in which they received grades of "C-" or below. A student who has received a grade of "F" in a required course cannot graduate unless this deficiency is corrected. This course must be repeated the next time it is offered in the regular academic year. The course must be repeated at Eastern. When a student repeats a course, only the higher grade is used in calculating the grade-point average, but both grades appear on the transcript. Credit is granted once for a repeated course, unless the course description specifically allows accrued credit. A course may be repeated twice including withdrawn and failed courses.

ACADEMIC APPEALS AND GRIEVANCES

ACADEMIC APPEALS AND GRIEVANCES

An appeal is defined as a request to a higher authority to change a decision that was made, typically a decision that the student believes adversely affects her/his academic career. A grievance is a complaint or concern of a student regarding a faculty or staff member at the university. For any academic appeal or grievance, if a student is enrolled in class(es) while the case is being heard, the student is responsible for the policies and procedures associated with the class(es). Students wishing to appeal a course grade should follow the process listed under “Grade/Evaluative Action Appeal Process.” The process for redress of grievances is found in the *Student Handbook*, under “Student Rights, Freedoms, and Responsibilities.”

If a student wishes to appeal an academic decision other than a grade/ evaluative action, the student shall make written appeal to Dean of the College in which the student is enrolled. The letter of appeal should include the date of the letter, the student’s full name, the Eastern University student identification number, the action requested, and detailed reasons for the request, including all supporting documentation. The appeal should be complete, since once submitted, the student will not be able to submit further evidence or request reconsideration by the Dean. The Dean may, at his/her discretion, limit his/her review to the written record provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the Dean will notify the student in writing of the Dean’s decision with respect to the student’s appeal.

ACADEMIC PETITIONS (REQUEST FOR EXCEPTION TO POLICY)

If a student wishes to petition for an exception to an academic policy, the student shall petition the Dean of the College in writing. For requests to change the time of final exams, the student should consult the information under “Final Examinations” in this catalog. For other petitions, the letter of petition should include the date of the petition, the student’s full name, the Eastern University student identification number, the request (petition) for an exception, and detailed reasons for the request, including all supporting documentation. The petition should be complete, since once submitted, the student will not be able to submit further evidence or request reconsideration by the Dean. The Dean may, at his/her discretion, limit his/her review to the written items provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the Dean will notify the student in writing of the Dean’s decision with respect to the student’s petition.

PROCEDURE FOR STUDENT APPEALS TO THE PROVOST

To appeal a decision by an academic dean (including a decision on an academic petition) the student may appeal to the Provost of the University. Within 7 days of the Dean’s transmittal electronically or by mail of his/her decision to the student, the student may appeal the Dean’s decision by sending a letter by certified mail or overnight courier or e-mail with a return receipt requested to the Provost, with a copy to the Dean. In this letter or e-mail of appeal, the student shall state in detail why the decision by the Dean lacks substantial evidence or was capricious or discriminatory. The student shall include the student’s full name, the Eastern University student identification number, the College the student is enrolled in, and an explanation of the grievance and supporting documents.

The Provost may, at his/her discretion, limit his/her review to the written record provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. The Provost shall affirm the decision of the Dean unless the Provost determines that the Dean’s decision is arbitrary and capricious or otherwise lacks substantial evidence, in which case the Provost may remand the matter to the Dean with instructions. The decision of the Provost shall be final.

GRADE/EVALUATIVE ACTION APPEAL PROCEDURE

The Grade Appeals Policy applies only to questions of faculty evaluation of student performance. Since evaluation involves issues of judgment, action to revise a grade in the student’s favor will not be recommended unless there is clear evidence that the original grade was based on prejudiced or capricious judgment or that it was inconsistent with official University policy.

PROCEDURE

The main concern in any grievance or appeal procedure is to bring reconciliation and growth in ways that enhance community. The first approach to any appeal should be non-adversarial and open, undertaken with careful attention to fostering understanding and problem solving. The expectation is that the majority of appeals can be resolved through a flexible process at the first or second steps outlined below. Students shall have protection against prejudiced or capricious academic evaluation through the publication of clear course objectives, grading procedures and evaluation methods.

In accordance with Matthew 18, the process of appealing a grade or evaluative action is as follows:

Step 1: As stated above, the student should communicate with the instructor for an explanation of the grade or evaluative action. On rare occasions, a student and instructor fail to resolve the grade or evaluative action appeal through these informal measures, and in these cases, the student may then proceed to Step 2. However, the formal appeal in Step 2 must begin no later than four weeks after the beginning of the following semester.⁴



Step 2: A student may initiate a formal appeal by completing the **Grade/Evaluative Action Appeals Form** (Appeals Form) and submitting it to the course instructor. The Appeals Form must be submitted within four weeks of the beginning of the semester⁴ immediately following the semester⁴ in which the grade/evaluative action was received. The Appeal Form must include all necessary documentation and evidence to support the grade/evaluative action appeal (Note: no additional documentation may be submitted beyond this step). The student should keep a copy of the form and attachments in the event that the student chooses to proceed to Step 3. The instructor will respond to the Appeal Form and accompanying documentation in writing within two weeks of receiving the Appeal Form.²

Step 3: If the student is still not satisfied with the resolution, the student must make a written¹ request to the instructor involved to submit the Appeal Form and accompanying documentation to the departmental chairperson/program director. The instructor will then forward the Appeal Form and all accompanying documentation to the chairperson/program director of the program. *This written request must be forwarded to the chairperson/program director within one (1) week following the due date of instructor's decision.* The departmental chairperson/program director will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, instructor and program dean.³

Step 4: If, after receiving a reply from the departmental chairperson/program director, the student is still not satisfied with the resolution, the student must make a written request to the departmental chairperson/program director to submit the Appeal Form and accompanying documentation to the program dean. The written request must occur within one (1) week of receiving the departmental chairperson's / program director's decision. Upon receipt of the written request from the student, the departmental chairperson/program director will inform the program dean that the Appeal Form and accompanying documentation will be forwarded. The student's written request will be attached as a cover page and then forwarded with the Appeal Form and all accompanying documentation to the program dean. The program dean will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, instructor, and program chairperson/program director.

Step 5: If, after receiving a reply form from the program dean, the student is still not satisfied with the resolution, the student must make a written¹ request to the program dean to submit the Appeal Form and accompanying documentation to the Academic Appeals Committee. This written request must occur within one (1) week of receiving the dean's decision. The dean will then forward the Appeal Form and all accompanying documentation to the Academic Appeals Committee. The student's written request will be reviewed at the next scheduled Academic Appeals Committee meeting. The Academic Appeals Committee will hear a presentation by the student of his/her case and will consider the recommendations from Steps 2, 3 and 4. The Academic Appeals Committee will then decide the merits of the case. The decision of the Academic Appeals Committee will be final.

¹ May be satisfied by use of the eastern.edu email account and becomes a part of the appeals documentation.

² If the faculty member involved in the appeal is the departmental chair/program director, the student should go immediately to Step 4.

³ If the faculty member involved in the appeal is the program dean, the student should go immediately to Step 5.

⁴ Semester refers to the period of time in which the course is instructed and evaluated.

Download the Grade/Evaluative Action Appeals Form from the Registrar's page of www.eastern.edu/registrar.

ACADEMIC DISMISSAL APPEAL PROCEDURE

The student may appeal the dismissal decision by submitting a letter stating any extenuating circumstances which affected his/her academic performance. This letter should: 1) explain and document perceived irregularities in the application of the academic dismissal policies and procedures, which had the effect of rendering the dismissal decision arbitrary or capricious, 2) present new information which was not available at the time of the dismissal, and/or 3) explain extreme and unforeseen extenuating circumstances that may have affected academic performance. In the letter, the student should propose plans to address previous difficulties to ensure future success. All supporting documentation should be included or attached to the letter. The letter may be sent to the Registrar, who will forward it to the Chairperson of the Academic Appeals Committee. The decision of the Academic Appeals Committee is final.

ACADEMIC STANDING

DEAN'S AND MERIT LISTS

Students who attain a high academic standing in a given semester are recognized on the Dean's or Merit List.

The Dean's List contains the names of students who have taken at least 12 semester hours credit during the previous semester and have earned a grade-point average of 3.75 or better for the semester.

The Merit List contains the names of students who have taken at least 12 semester hours credit during the previous semester and have earned a grade-point average between 3.50 and 3.74 for the semester.

ACADEMIC CLASSIFICATION

Classification is based on total earned credits (Eastern and transfer hours):

First Year	<i>Less than 25</i>
Sophomore	<i>25–54.99</i>
Junior	<i>55–87.99</i>
Senior	<i>88 and more</i>

ACADEMIC WARNING FOR UNSATISFACTORY SEMESTER GRADE-POINT AVERAGE

Students whose semester grade-point average is below 2.0 will receive an academic warning.

ACCEPTABLE PROGRESS AND PROBATION

These are the guidelines for measuring acceptable progress toward graduation for each academic classification:

Less than 25 credits	<i>1.75 grade-point average</i>
25 - 41.99 credits	<i>1.85 grade-point average</i>
42 - 54.99 credits	<i>1.95 grade-point average</i>
55+ credits	<i>2.00 grade-point average</i>

Students who fail to achieve the minimum grade-point average for their classification are placed on probation, recommended to withdraw, or academically dismissed.

REVIEW OF SCHOLASTIC RECORDS

The records of all students whose grade-point averages fall below the requirement for acceptable progress will be reviewed at the completion of each semester or term. Students who do not meet the standards of acceptable academic progress are placed on academic probation. Students whose cumulative record is considered dangerously low or whose semester record is poor may be recommended or required to withdraw from the University. Other recommendations or requirements may be made by the committee for the student's benefit. Students are notified of all decisions as soon as possible.

A traditional baccalaureate student on academic probation may take up to 16 semester hours. A course load of more than 16 hours requires the permission of the Registrar.

ACADEMIC DISMISSAL

A student whose academic standing is deemed excessively low can generally expect to be dismissed because of any one or a combination of the following circumstances:

1. An unsatisfactory semester, when the grade-point average is below 1.0;
2. Failure to improve sufficiently after a warning;
3. Failure to improve sufficiently after
Traditional Baccalaureate: two successive semesters on academic probation;
Nontraditional Accelerated: 180 days on academic probation
4. Failure to attain a grade-point average of 2.00 on 55 or more hours attempted.

A dismissal decision is made when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation. It is, therefore, in the best interest of the student not to continue at Eastern. This decision is announced to the student by letter from the Dean or delegated academic officer.

OTHER CREDIT OPPORTUNITIES

TRANSFER CREDIT

General education and elective courses may be transferred at the time of admission. Applicants may be asked to submit catalog descriptions, course outlines, texts, or other materials in order to be given the correct course equivalencies on the Credit Evaluation prepared by the Office of the Registrar. Official transcripts and other documentation are required.

Graduates of regionally accredited (e.g., Middle States Commission on Higher Education) institutions who earned the Associate of Arts or Associate of Science will receive credit for all courses successfully completed in their degree programs. Otherwise, undergraduate transfer credit is accepted for courses with grades of "C" and higher from regionally accredited post-secondary institutions. Technical and pre-professional courses completed at accredited institutions may qualify for up to a maximum of 30 semester hours of transfer credit. Eastern accepts credit for non-collegiate sponsored instruction and training programs as recommended by the American Council on Education. Credit earned through distance learning, departmental exam or experiential portfolio may be accepted in transfer if it is recorded on the transcript of a regionally accredited college or university.

Students may transfer credit earned at post-secondary institutions accredited by one of the following organizations under the conditions specified:

- Accrediting Council for Independent Colleges and Schools (ACICS) - Full credit is granted for courses with grades of "C" or higher posted to an official transcript.





- Association for Biblical Higher Education (ABHE)
 - Partial credit is granted based on course-by-course evaluation of an official transcript if the student submits a petition and supporting material to the Registrar after completing 24 Eastern University credits with grades of "C" or higher.
- Accrediting Commission for Career Schools and Colleges (ACCSC) or Accrediting Bureau of Health Education Schools (ABHES) - Provisional approval is granted until three students from the same institution earn baccalaureate degrees from EU. Up to 30 elective credits for specialized course work and up to 6 credits for General Education will be considered on a course-by-course basis if the official transcript confirms conferral of a specialized associate degree.

A student may petition for consideration of prior credit earned from a post-secondary institution not accredited by one of the organizations listed above. Course syllabi and other supporting documentation must be provided with the petition. If the student successfully completed at least 24 semester credits at a regionally accredited institution and the courses under consideration meet the University's criteria for quality and college-level learning, partial credit may be awarded up to a maximum of 24 semester credits.

Elective courses to be taken at other regionally accredited institutions during the student's enrollment at Eastern must be approved in advance. Permission forms

are available on Eastern's Web site at www.eastern.edu/registrar. Course grades and credits for transfer courses approved by the student's program appear on the Eastern University transcript and the quality points are calculated into the student's cumulative grade-point average.

COURSE WORK DONE ELSEWHERE BY EASTERN STUDENTS

Eastern students who desire to take course work at other colleges or universities, other than the special programs listed, should complete the form available on www.eastern.edu/registrar. Each course must have the signature approval of the Registrar. Courses in the student's major above the 100 level must have the signature approval of the appropriate Eastern department chairperson before the student registers at the other school. No course may be assumed to be transferable. All 300 and 400 level courses required for a major are expected to be taken at Eastern. In exceptional circumstances, the department and dean may permit such a course to be taken elsewhere. Requests for exceptions must be submitted in writing. Most course work taken elsewhere occurs in the summer.

Course work approved to be taken at other institutions is treated exactly the same as course work taken at Eastern University. That is, the grades and credit hours earned appear on the Eastern University transcript and the quality points are calculated into the student's cumulative grade-point average.

Students who have been approved to take course work elsewhere and who are recipients of student aid

must submit the Financial Aid Consortium Agreement. This document, when submitted to the host institution and returned to Eastern, will inform Eastern's Financial Aid Office of the student's cost to attend the off-campus program. The student's budget will be adjusted accordingly and will be taken into account when the student's aid is calculated. *Consortium Agreements* are usually not processed for summer study.

CREDIT BY EXAMINATION

Eastern University will accept a maximum of 60 credit hours from any combination of Advanced Placement (AP), College Level Examination Program (CLEP), Excelsior College Examinations, DSST, and International Baccalaureate (IB).

AP (ADVANCED PLACEMENT)

Students who take college-level courses in high school and earn a score of 3, 4, or 5 on the Advanced Placement test, administered by the College Board, can receive college credit and placement determined by University faculty. Scores accepted and credit awarded is subject to departmental approval.

IB (INTERNATIONAL BACCALAUREATE)

Eastern University will award up to 30 credits for the International Baccalaureate. Diploma exams with scores of

5, 6 or 7 will be evaluated for transfer credit and applied as core, major or elective courses depending on the subject. Credit will not be duplicated for equivalent college courses or AP exams in the same subjects.

CLEP (COLLEGE-LEVEL EXAMINATION PROGRAM)

The College-Level Examination Program of the College Board offers a means by which colleges and universities can grant credit for college-level achievement acquired by traditional or non-traditional methods. Eastern grants credit for Subject Examinations, which measure knowledge in specific undergraduate subjects, and General Examinations. Some University departments may restrict the major courses for which CLEP credit may be granted. Consult the Office of the Registrar for additional information. Further information may be obtained by writing to CLEP, CN 6600, Princeton, New Jersey 08541 or e-mail at clep@ets.org or go to www.collegeboard.com/CLEP.

The Financial Aid Office cannot consider CLEP credits applied in a semester as credits being taken in that semester for the purposes of financial aid, e.g., a student receiving an Eastern scholarship enrolls for 9 credits and receives 3 CLEP credits in the same semester. The student would not receive full-time aid and would not receive the Eastern scholarship in that semester because the student is not "enrolled" full-time.



SESSION SCHEDULE

ADVISING

All undergraduate students are assigned a Student Success Advisor to work with them to foster comprehensive support throughout their time at Eastern University. Students entering from high school are assigned an advisor based on their INST 150 course enrollment with whom they will meet periodically to discuss their academic program, career goals, and personal problems or needs. When students formally declare a major, they will be advised by an academic advisor within their department or a Student Success Advisor. Students transferring in more than 24 semester hours of credit from another college are assigned a faculty advisor in their major area or a Student Success Advisor; they must still formally declare their major.

The Advising Office serves as a resource for students and faculty. Students are encouraged to visit the Advising Office for assistance with course planning, registration, guidance in understanding academic policies and procedures, and any other questions they may have during their time as a student. Transfer students are strongly encouraged to visit the Advising Office in their first week on campus, so staff can facilitate a smooth transition.

REGISTRATION

Two registration periods are scheduled each year: one in October for the spring terms; one in March or April for the following summer and fall terms. Summer sessions are voluntary sessions and carry additional fees and charges. All students are expected to register for classes during the registration period, which is announced to students on the Registrar's webpage and through electronic communication to each student. Students are required to meet with their faculty advisors or Student Success Advisors to choose classes and to have their course selections formally approved in Student Planning. Students may not register for classes until all advising, financial, and reporting obligations are met.

Classes are open to all students as long as space is available, and as long as all criteria is met. The size of classes is limited in some cases because of the nature of the courses being taught. In some courses, preference is given to upper-class students or students who have majors or minors in certain fields. (In the admission of students to classes, as in all other policies, Eastern does not discriminate on the basis of gender, race, age, color, handicap, marital or parental status, or national or ethnic origin.)

Please note that any disputes regarding your student account or registration activity must be filed within one year of the transaction in question. After one year, any disputes must be accompanied by appropriate documentation and are reviewed at the discretion of the Vice President.

FINANCIAL CLEARANCE

Students are considered to be registered for a session when the session bill is paid in full or when satisfactory financial arrangements have been made with the Student Accounts Office. This office certifies to the Office of the Registrar that students have made satisfactory arrangements for the payment of all bills and are, therefore, eligible to attend classes.

COURSE LOADS

In the regular fall and spring semesters, the normal academic load for traditional baccalaureate students is 15 credits. A full-time student may take up to 18 credits without special approval or overload credit fees, provided that the student is not on probation with a limit of 16 credits. A nontraditional accelerated student may take up to 7 credits in each 7 week term.

A traditional baccalaureate with a 3.00 grade-point average or better may take additional credits with the Registrar's approval. The maximum load is 20 credits. There is a per credit charge for every credit over 18 credits up to the maximum of 20 credits.

In a summer session, the maximum course load is seven credits. All maximum load restrictions include college work taken elsewhere in a given period. The maximum credits taken at Eastern and elsewhere in a given period may not exceed the maximum credits allowed at Eastern in that same period.

STUDENT RESPONSIBILITY

Students are responsible for all courses for which they are registered except for courses that they have officially dropped within the drop period. A student who stops attending a course for which he/she is registered must officially withdraw from the course by the withdraw deadline.

Students are not normally entitled to receive a refund of any special fees, including the fee for taking more than 18 credits or a refund for courses for which they have registered even if they officially withdraw from the course within the withdrawal period (see Withdrawal and Refund Policy).

ADDING, DROPPING, WITHDRAWING FROM COURSE WORK

Semester based programs: A student may add and drop courses only during the first week of a semester. A student may withdraw from a course without academic penalty from the second to the tenth week of the semester. The course with a grade of W stays on the permanent record. After the ten-week period, a student may withdraw from a course but will earn a grade of WF, which carries the same academic penalty as an F.

To drop, add, and withdraw from courses officially, a student must obtain a Drop/Add Card from the Office of the Registrar. The signatures of the course instructor and the student's advisor are required to add a course. Only the advisor's signature is required to drop or withdraw from a course.

A student who is receiving any type of financial assistance and drops a class or withdraws from a class (or classes) should contact the Financial Aid Office to learn how the change in status affects the aid eligibility.

Term based programs: During the first week of a semester or academic session (or the equivalent time in non-traditional enrollment periods), a student may drop a course by submitting an Add/Drop Form to the Office of the Registrar. A grade of “W” will be entered on the academic record of any student who withdraws from a course or the program within the withdrawal period specified in the **academic calendar**. Courses carrying a grade of “W” receive no credit and are not counted in the grade-point average, even though the student has a financial obligation to pay tuition and fees. A student who withdraws from a course after the deadline for “W” without academic penalty will receive a grade of “WF” which is calculated into the grade-point average as zero quality points. Students are advised to contact the Financial Aid Office after withdrawing from one or more courses to determine if eligibility for student financial aid has changed. (See Withdrawal From Course in Student Financial Aid Information.)

NOTE: Any student who fails to officially drop/withdraw from a registered course will receive a grade of “F” for the course.

The ability to withdraw and receive refunds for programs vary based upon the established policies of these courses. Grades of “W” are taken into consideration in the calculation of Federal Title IV eligibility. They are also taken into consideration when determining if a student has made satisfactory academic progress.

MID-SEMESTER WARNINGS

Students whose estimated course grades are below C level by the mid-point of the semester will receive notification from their Student Success Advisor identifying the course and giving the instructor’s suggestions or comments. Students receiving warnings are to meet with their instructor(s) as soon as possible. Faculty advisors will be notified of warnings given to their advisees.

FINAL EXAMINATIONS

In the traditional baccalaureate programs, final examinations are given at the close of each semester. Students must take their final examinations at the assigned times, which are published with the Schedule of Classes at the time of registration each semester. The schedule of final examinations is also regularly posted to the Office of the Registrar Web page. Exceptions are made only in the case of documented medical emergency or family crisis, such as a death in the immediate family, or when a student has three final exams scheduled on one day. Conflicts should not occur between final examinations since they are scheduled on the basis of course meeting times. Students seeking re-scheduling should submit a Petition to Change Time of

Final Exam form to the office of the Dean of their college. The petition must be received at least two weeks prior to the first day of final exams in order to be considered.

Exams will not be given early in order to meet the travel plans of students. Students are to arrange all transportation well in advance in order to avoid conflict with the exam schedule. A student who misses a final exam must report the situation to the Registrar as soon as possible. Dishonesty in a final examination shall be treated according to the policies on academic dishonesty and may be referred to the Judiciary Committee for further action.

FINAL GRADES

At the end of each semester the faculty will file grades with the Registrar. The Office of the Registrar does not report grades to students or others over the telephone. Students may view their grades by accessing Student Planning or Web Advisor on Eastern’s Web site www.eastern.edu. (Web Advisor and Student Planning offer secure access through password protection.)

REQUESTS FOR TRANSCRIPTS

Persons may request transcripts of their academic record at Eastern. Official transcripts bear the University seal and the Registrar’s signature in a sealed envelope and are sent directly to authorized recipients. Unofficial transcripts, without seal and signature, may be requested for a student’s personal use. The University will withhold a transcript if financial obligations have not been met.

Students may request official transcripts using www.eastern.edu e-mail or by completing the transcript request form. Transcripts are issued within five business days. A special processing fee of \$5.00 is charged when a student requests an official transcript to be picked up in the Office of the Registrar on the same day as the request is made. For a \$3.00 fee, a student may request an e-transcript by creating an account in Parchment. (See Transcript Request on the Registrar’s page of www.eastern.edu).

INSTRUCTIONAL DELIVERY OF ACCELERATED COURSES

Courses consist of at least 14 hours of instructional time for each credit awarded. Each undergraduate accelerated course is seven weeks in length. Each week of instructional activity begins on Monday and ends the following Sunday at 11:59 p.m. Courses are delivered in the following formats in addition to on-ground classroom instruction:

Online: Online instruction occurs when the learner and the instructor are not in the same physical location, and the instruction is delivered through asynchronous and/or synchronous modalities via the Internet. Synchronous modalities allow individuals to interact online at the same time versus asynchronous modalities that allow individuals to log on at different times.

Blended: Blended instruction includes a combination of online (asynchronous and/or synchronous) delivery and



on-ground classes (when the learner and the instructor are in the same physical location and meet in real time as scheduled). Online synchronous classes and on-ground classes are offered in real time as scheduled. Online delivery will not be greater than 49% of total class time.

GRADUATION

STUDENT RESPONSIBILITY

The ultimate responsibility for meeting graduation requirements rests with the individual student. Student Success Advisors, Faculty Advisors, and the Office of the Registrar make every effort to assist and advise the student so that he/she may complete course work in the desired time period. The University cannot, however, assume responsibility for ensuring that the right courses are taken at the right time. The Registrar reviews each student's record and sends a graduation audit to each student at the beginning of the senior year and before the last semester. Irregularities, deficiencies, and verifications are noted in the audit. It is the student's responsibility to provide missing transcripts, obtain course substitutions, and make schedule changes needed to complete the course of study.

GRADUATION REQUIREMENTS

In order to receive the Associate of Arts, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing or Bachelor of Social Work degree, which is conferred by the Board of Trustees upon candidates recommended by the faculty, a student must fulfill all the following requirements:

1. Earn a total of 121 semester credit hours for a Baccalaureate degree or 61 credits for an Associate's degree.
2. Complete the core curriculum requirements, including competencies.
3. Fulfill major requirements. Transfer students must complete a minimum of 40% of their major at Eastern University. Students with more than one major will earn one degree, determined by the first major, and will be given one diploma.
4. Maintain a minimum grade-point average of 2.00 (C) and earn the grade of C or better in all courses required for the major.
5. Complete the last 32 semester credit hours at Eastern University. Students who have earned at least 32 credits at Eastern and have met all other graduation requirements may apply to take their final credits at an approved off-campus study program or host institution.
6. Complete all assessment exams or inventories required in the student's major department and by the University.

A student is subject to the core curriculum requirements of the catalog in effect at the date (either fall or spring semester) of matriculation and to the requirements for a major, minor, or teacher certification program at the date of

declaration of such program (unless subsequent changes provide for substitutions of courses).

If it is to the student's advantage, he/she may elect to graduate under a revised major by agreeing to fulfill all the requirements of that catalog. All requests must be submitted to and approved by the Registrar.

A student who returns after an absence of five years or more must fulfill the requirements of the catalog in effect at the time of readmission.

DECLARATION OF INTENT TO GRADUATE

It is the responsibility of the student to notify the Office of the Registrar of his/her intention to graduate by completing the Intent to Graduate form. Intent to Graduate forms must be filed with the Office of the Registrar by the start of the student's senior year. Students whose plans for graduation change, whether they intend to graduate earlier or later than previously anticipated, must inform the Office of the Registrar immediately. The Graduation Fee is to be paid by the beginning of the last session of attendance and regardless of whether the student chooses to participate in the Commencement Ceremony.

DATES ON DIPLOMAS

Degrees are conferred on the 31st of the following months: January, March, May, August, October and December.

PARTICIPATION IN COMMENCEMENT CEREMONIES

A Commencement Ceremony is held at the close of the Spring semester to recognize graduating students and announce honors and awards. Participation is optional.

GRADUATION HONORS (BACHELOR'S PROGRAMS ONLY)

In order to recognize the superior scholastic achievement of a student during his/her academic course, the University awards degrees with honors as follows:

- **Summa cum laude:** cumulative grade-point average of 3.90 or better.
- **Magna cum laude:** cumulative grade-point average of 3.75 to 3.899.
- **Cum laude:** cumulative grade-point average of 3.50 to 3.749.

Transfer students are eligible for these honors if they have completed at least 60 semester hours of Eastern University credit.

- **With Distinction:** will be announced for graduating students with cumulative grade-point averages of 3.8 or better and 39-59 credits earned at Eastern University.

GRADUATION PRIZES AND AWARDS

Academic Honor Awards (\$200) • Two awards, made to the graduating seniors who have attained the highest scholastic averages for three years, i.e., six semesters as a full-time student, or more at Eastern University.

American Chemical Society Scholastic Achievement Award (\$50) • Awarded to the graduating senior with the highest academic achievement in chemistry or biochemistry.

Biblical Studies Award • Awarded to a graduating senior by the department for excellence in Biblical Studies.

Business Faculty Award • Awarded to a graduating business major who has displayed academic excellence as well as practical application of business concepts.

Caroline Cherry Literature Award • Given to a graduating senior with a major in English literature who has both pursued and attained excellence in the critical engagement with literature.

Diane Renich Kelley Award in Missions (\$1,000)
• Presented to a graduating student for excellence in missions, as nominated by the faculty of Missiology and Anthropology.

Elsie Williamson Fraser Award in Education (\$1,000) • Presented to a graduating student for excellence in education studies, as nominated by the faculty of Education.

Frederick J. Boehlke Award • Awarded to a history major by the department for a significant and unique contribution. Awarded only when a suitable candidate exists.

Gilbert L. Guffin Freedoms Foundation Award (\$50) • A prize given to a graduating senior for the best paper in some area of American history, particularly as it concerns basic freedoms.

Heroic Endeavor Awards (\$100) • Awarded to graduating seniors who have overcome extreme physical limitations, unusual family obligations or other non-academic personal problems to secure their diplomas.

Jack Geiger Memorial Award (\$50) • Awarded to the graduating senior majoring in business administration or economics who attained a grade-point average above 3.20 and was very active in the business student organizations, e.g., Society for the Advancement of Management (SAM), ENACTUS, and/or Delta Mu Delta. One year's subscription to *Business Week*.

Janice Stead Memorial Award (\$50) • Awarded to students selected by the Student Development Directors for the students' outstanding contribution to the student Christian formation efforts of the University.

Kenneth Eugene Crow Memorial Award (\$200)
• Open only to juniors and seniors. Awarded once a year, at either the Fall Convocation or the Spring Commencement. A paper on the subject "The Christian Faith and Contemporary Thought" is to be submitted

to the Christian Studies Department by April 1. Details of application are available.

Lankenau Hospital School of Nursing Alumni Award (\$125) • Awarded to a BSN student by the Department of Nursing for academic achievement and leadership.

Marcus Aurelius Award (\$100) • Awarded to the student submitting the best paper on any phase of the life of Marcus Aurelius, his papers or his studies.

Minnie Manning Psychology Prize (\$50, or the income from invested funds) • Awarded to juniors or seniors majoring in psychology, on the basis of a high degree of interest as shown by a paper submitted to the Psychology Department.

Mrs. W. Byron Brown Christian Service Award (\$50) • Awarded to a student going into full-time Christian service.

Office of Faith and Practice Award (\$50) • Awarded to a senior student, nominated by the Office of Faith and Practice, who has shown the greatest aptitude in applying Christian principles to practical life.

Palmer Seminary Scholarships • Two scholarships, awarded by vote of the university faculty, to graduating seniors for attendance at the Palmer Theological Seminary. Recipients must have taken no less than two years of full-time work at the University and be accepted for admission to the Seminary. The scholarships are \$250 each. Awards will be based upon University grades, potential leadership, and Christian service.

Pennsylvania Institute of Certified Public Accountants Award • A plaque for excellence in accounting studies.

Phi Sigma Iota Language Honorary Award • Awarded to the graduating senior with the highest academic average in a language major.

Sociology Award • Plaque awarded to the graduating senior who, in the opinion of the faculty and students of the Sociology Department, demonstrated high competence in the field of sociology.

Student Body Award (\$25) • Awarded by vote of the student body to the outstanding graduating senior in ability, activity, and scholarship.

Terry Weathersby Memorial Scholarship Award (\$1000) • Awarded to a Psychology major during the senior year who demonstrates a strong commitment to the field, both as a student and as an emerging professional, and demonstrates Godly character and a strong record of service to others, as well as exemplary integrity and humility.

Theological Studies Award • Awarded to a graduating senior by the department for excellence in Theological Studies.

Thomas Henry Fraser Award in Life Sciences (\$1,000) • Presented to a graduating student for excellence in pre-medicine, biology or biochemistry studies, as nominated by the faculty of Biology.

Thyra Ferre Bjorn Creative Writing Award (\$50) • Awarded to the graduating senior judged to have greatest potential writing ability.

Tribute of Valor Award (\$250) • Awarded by Nathaniel J. Stutzman '05 and Marianne B. Stutzman '05 to a graduating senior who has experienced the death of a parent while studying at Eastern and has

continued to display faithfulness to God in their words and actions.

University Achievement Awards (\$200) • Two awards, made to the graduating seniors who, in the judgment of the faculty, have shown initiative, industry, and enterprise in their college careers.

University Alumni Awards (\$200) • Two awards, made to the graduating seniors who have made the most significant advance during their college careers.

World Hunger Award (\$100) • Awarded each year to the student submitting the best project on the topic "A Christian Response to World Hunger."

Youth Ministry Award • Awarded to a graduating senior by the department for excellence in the study of Youth Ministries.





COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

NUMBERING SYSTEM

80 TO 99.....*Developmental courses.*

100 TO 199.....*Introductory courses.*

200 TO 299.....*Introductory or intermediate courses.*

300 TO 399.....*Advanced courses.*

400 TO 499.....*Advanced courses primarily for seniors.*

SINGLE COURSE NUMBER.....*Indicates a one-semester course.*

HYPHENATED COURSE NUMBERS.....*Two course numbers joined by a hyphen indicate a one-year course. Credit is earned if both semesters are taken.*

COURSE NUMBERS WITH COMMAS.....*Two course numbers joined by a comma indicate a one-year course. Credit is earned if either semester is taken.*

No more than 12 semester hours of developmental courses may count toward the minimum of 121 semester hours required for graduation. Students may take additional developmental hours for credit but then must earn additional hours for graduation.

Courses are listed in numerical order by academic department.

COURSE CREDIT

One semester hour of credit is given for at least one lecture period per week for at least 14 weeks with each period not less than fifty minutes. One laboratory period of not less than two hours is the equivalent of one lecture period. It is assumed that two hours of outside study are needed for each lecture period.

ELECTIVES

Courses taken to fulfill graduation requirements beyond the core curriculum requirements and the required major sequence are known as electives. Students may choose elective courses to study subjects related to their major fields, to augment their preparation for employment opportunities, to pursue personal interests, or to develop a second major or a minor sequence of courses.

ACTIVITY COURSES RESTRICTION

Certain courses in the curriculum, such as DANC 140, 340, THEA 100, 150, 250, music ensembles, and instrumental and voice classes are designated as activity courses. Transfer courses are sometimes also accepted as activity hours if they are comparable to Eastern's activity courses. Only 12 hours of such activity courses may be applied as elective credit toward the B.A., B.S., or B.S.W. degrees.

PREREQUISITES

Some major courses require specific course work to be taken before a student can take the requisite course. These prerequisites are listed at the end of the course description. Department chairs may waive the course prerequisite if the student has demonstrated competency and the instructor grants permission.

MINIMUM GRADE IN MAJOR

A grade of C or higher is required in all courses listed in the major, including prerequisites.

TRADITIONAL FIRST-YEAR SCHEDULING

Courses that are introductory or that do not need a prerequisite course are open to traditional semester first-year students. In some departments, such as mathematics and foreign language, the classes proceed in a logical series, each course building upon preceding courses. In such cases, a student begins at the level for which he/she is equipped.

CULMINATING SENIOR EXPERIENCE

Culminating Senior Experiences (CSE) courses will be listed in specific majors at the 400-level. The Culminating Senior Experience will enable students to demonstrate mastery of their major discipline through a significant writing or performance component. Students will explore in a fashion appropriate to their discipline how claims and/or practices of the discipline are related to a Christian worldview and/or how a Christian worldview might be clarified, critiqued or extended through insights from the discipline.

DIRECTED STUDY

Some departments offer Directed Study 400 for students with demonstrated ability and a special and compelling academic interest that cannot be pursued within the regular curriculum or course. Such courses are restricted to students with junior or senior standing, a 3.0 grade-point average in the major field, with some college-level background in the area to be studied. The Directed Study form is available in the Registrar's Office. Department chairs must submit proposal forms and course syllabi to the dean at least three weeks prior to the first date of the semester.

FIELD EXPERIENCE

The purpose of field experience is to offer students the opportunity to observe real-life work in businesses, organizations and professional fields. With departmental approval, students may earn 1, 2, 3 credits. Observation must be in a setting appropriate to the student's field of study or interest. Student will keep a log of hours and a journal of observations for a minimum of 40 hours per credit hour awarded. Graded on Pass/Fail basis. The student registers using the appropriate department prefix and the course number 395.

HONORS COURSES

Academic departments have the option to develop honors sections of courses and to add honors requirements to a regular course for students with a cumulative grade-point average of 3.5 or better.

INDIVIDUALIZED INSTRUCTION

Individualized Instruction is the teaching of a regular, listed catalog course to a single student. Individualized Instruction is offered only when the college has failed to offer a course according to schedule or with sufficient frequency, and it is needed by a student for a critical reason. Both criteria must be met. Severe course conflicts or student/faculty emergencies may be approved by the Dean of Arts and Sciences on a case-by-case basis as an Individualized Instruction if no appropriate substitute course can be found. Department chairs must submit proposal forms and course syllabi to the dean at least three weeks prior to the first date of the semester.

INTERNSHIP

The purpose of internships is varied and may include any or all of the following: to meet pre-professional requirements, to provide a real-life work experience, to relate theory with practice, to focus on life goals, and to seek direction for academic projects/theses. With departmental approval, students may earn from 2 to 12 credits. The supervising faculty should confer with the internship supervisor at least once during the period and oversee the academic expectations, as outlined by the department. A minimum of 40 hours on the job is required for each hour of credit. Departments will establish guidelines for evaluation, which may include a journal or summary paper describing the work performed, learning objectives, problems encountered and solutions developed, a relevant literature review, and faith perspective on the experience. Students will earn a letter grade and will register for the course 495 in the appropriate department. Students may apply a maximum of 12 internship credits to the cumulative credits required for the degree.

SPECIAL TOPICS

Departments may offer a one-semester course on a topic of special interest that is relevant to that department. The number of hours credit (1,2,3), the prerequisites, and the level of the course will be determined by the department. Courses are numbered 130, 230 or 330 according to level.

TEACHING AND RESEARCH ASSISTANT

A faculty member may invite an undergraduate student to serve as teaching assistant for a course. The faculty member will serve as a mentor in the teaching-learning enterprise and the student will learn methods of undergraduate instruction and student assessment through observation, experience, and reflection.

A faculty member may invite an undergraduate student to serve as research assistant on a research project in which the faculty member is engaged. The faculty member will serve as a mentor in the research enterprise and the student will learn methods of research within the discipline, as well as forms and procedures for public presentation appropriate for the work (e.g., journal article, book, poster, conference presentation).

A minimum of 40 hours of assistantship is required for each academic credit awarded. A student may be selected more than once and accrue up to six credits in each category of assistantship. Undergraduate student assistantship may not fulfill major requirements or substitute for any course requiring the student to be engaged in his or her own research (such as a department Culminating Senior Experience course). Letter grading applies. No additional tuition will be charged to full-time students' bill for TA or RA credits.

WRITING INTENSIVE COURSES

Students are required to complete one writing-intensive course in their major, designated by the suffix "W" after the course number. Writing competency is demonstrated by the satisfactory completion of skills-based assignments, resulting in a grade of C or better in the designated course.



COURSES

ACCOUNTING AND FINANCE

See Business Programs

ANTHROPOLOGY

See Missiology

ASTRONOMY AND PHYSICS

THE MINOR IN ASTRONOMY

ASTR 111	The Solar System	4
ASTR 112	Exploration of the Universe	4
PHYS 101	Introduction to Physics I	4
PHYS 102	Introduction to Physics II	4
PHYS	An approved elective	2-3

Total Credit Hours: 18-19

COURSE DESCRIPTIONS

ASTR 111 **The Solar System**..... 4

A survey of the solar system, concentrating on the earth and other planets, comets, and meteors, and origins of the solar system itself. Lab includes several nights of observing and CCD photography in the computerized observatory as well as work in the planetarium. Three hours lecture, two hours laboratory.

ASTR 112 **Exploration of the Universe**..... 4

The universe beyond the solar system: stars and galaxies, binary stars, stellar evolution, pulsars, black holes, cosmology. Lab includes several nights of observing and CCD photography in the computerized observatory as well as work in the planetarium. Three hours lecture, two hours laboratory.

PHYS 101, 102 **Introduction to Physics**..... 4, 4

First semester: classical mechanics. Second semester: oscillations, waves, optics, electricity, and magnetism. Prerequisite: Minimum grade of C in MATH 160 or equivalent or permission of instructor. PHYS 101 is prerequisite to 102. Three hours lecture, two hours laboratory, one hour recitation. PHYS 101 fulfills lab science requirement for math and science majors.

PHYS 205 **Physical Science for Elementary Teachers**..... 3

A study of the major areas of physical science that are relevant for teachers at the early childhood and middle school levels. Required for Education majors. No prerequisites. Three hours lecture, no laboratory. Restricted to Education majors.

PHYS 206 **Earth Science Laboratory**..... 1

This activity/laboratory course provides a conceptual approach to the study of geology, meteorology, hydrology, and other earth sciences. Students will learn concepts, apply them in qualitative lab settings, and develop lesson plans and classroom activities that relate to course content. The course is intended for students preparing to teach math and science at the middle level. Three hours lecture and lab combined. Offered in fall semester of even years. Can only take one GEOL 200 or PHYS 206 for credit.

PHYS 316 **Field Geology**..... 4
Au Sable Institute

ATHLETIC TRAINING

See Kinesiology Programs

BIBLICAL STUDIES

See Theology Program

BIOKINETICS

See Kinesiology Programs

BIOLOGY

The majors offered by the Department of Biology provide an excellent foundation for graduate studies in biology and professional programs in medicine while preparing students to enter the job market in careers such as education, field biology, or laboratory research. Many opportunities for diverse Biology internships assist students in their career and higher education goals. Students interested in biology/secondary education are encouraged to consider the five-year combined B.S./M. Ed. program.

Majors include:

B.S. in Biology - contains tracks to pursue pre-med and biomedical studies, field work in ecology and environmental areas, or secondary science education.

B.A. in Biological Studies - prepares students for direct immediate entrance into biology-related careers such as laboratory or field research, scientific writing, and medical sales.

B.S. in Environmental Science - provides training for field biology and regulatory policy work.

No matter the student's vocation, we strive to provide a solid background in Biology and cultivate the development of the inquiring mind. Our teaching embodies the Christian worldview that the earth is the Lord's, and all scientific work should serve and honor Christ.

THE MAJOR FOR THE B.S. IN BIOLOGY

BIOL 151, 152	General Biology I, II	4, 4
BIOL 309W	Ecology	4
BIOL 311	Cell Biology	4
BIOL 312	Genetics	4
BIOL 417	Creation, Evolution and the Organization of Biology	3
BIOL 425 OR 426	Senior Thesis	2
CHEM 121, 122	General Chemistry I, II	3, 3
CHEM 123, 124W	General Chemistry Lab I, II	1, 1
CHEM 211, 212	Organic Chemistry I, II	3, 3
CHEM 213, 214	Organic Chemistry Lab I, II	1, 1
	<i>Choose TWO of the following:</i>	8

BIOL 310	Animal Physiology*	4
BIOL 320	Environmental Issues	4
BIOL 344, 345	Molecular Biology and Lab	3, 1
BIOL 350	Classification and Application	4
	(choose one of several versions of BIOL 350)	

*BIOL 233 and 234 may be substituted for BIOL 310 with BIOL 234 counting as a BIOL elective.

BIOL	Electives from Biology (may include CHEM 320/322, EXSC 411 and many AuSable Institute courses.)	4
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Choose ONE of the following:.....3

MATH 160	Calculus I	
MATH 220	Statistics for the Social and Behavioral Sciences	

Total Credit Hours 56

(For pre-med MATH 160 and 220 are needed; for field biology and related tracks in the B.S., MATH 220 is recommended).

Recommended:

AuSable Institute field courses (See ausable.org.) (Recommended for field biology track and B.S. in Environmental Science)

BIOL 495	Internship	
CHEM 320/322, 321	Biochemistry	
	<i>(May be taken for major or Biochemistry minor; Required for pre-med track)</i>	

PHYS 101, 102	Introduction to Physics	
	<i>(Required for pre-med track)</i>	

Recommended Schedule:

First Year	BIOL 151, 152, CHEM 121, 122, 123, 124 and core requirements
Sophomore Year	BIOL 309W or 311; 312 (or take it 3rd year); 310, 320 or 350; CHEM 211, 212, 213, 214; biology elective, math requirement
Junior Year	BIOL 309W or 311; 310, 312, 320, 344/345 or 350; internship; biology electives
Senior Year	BIOL 417 (spring or Junior year spring if Dec. graduation); biology electives, including internship or thesis

THE MAJOR FOR THE B.A. IN BIOLOGICAL STUDIES

BIOL 151, 152	General Biology I, II	4, 4
BIOL 216	Introduction to Microbiology	4
BIOL 316	Basic Techniques in Biotechnology	3
BIOL 417	Creation, Evolution and the Organization of Biology	3

BIOL 425 OR 426	Senior Thesis	2
BIOL 495	Biology Internship	3
CHEM 121, 123	General Chemistry I and Lab	3, 1
CHEM 122, 124W	General Chemistry II and Lab	3, 1
MATH 220	Statistics for Social and Behavioral Sciences	3
	Choose THREE of the following:.....	12

BIOL 309W	Ecology	
BIOL 310	Animal Physiology*	
BIOL 311	Cell Biology	
BIOL 312	Genetics	
BIOL 320	Environmental Issues	
BIOL 340	Medical Parasitology	
BIOL 344, 345	Molecular Biology and Lab	
BIOL 350	Choose one of the three (A-Vertebrate Zoology, B-Entomology, C- Vascular Plants)	
BIOL	Electives	8

Total Credit Hours: 54

Recommended Schedule:

First Year	BIOL 151, 152, and core requirements
Sophomore Year	BIOL 309W or 310 or 311; CHEM 121, 123, 122, 124W; biology elective; MATH 220
Junior Year	BIOL 216, 316, 309W or 312, 320, 340 or 350; internship; biology electives
Senior Year	BIOL 417 (spring or Junior year spring if Dec. graduation); remaining flexible core biology class; BIOL 425 or 426



THE MINOR IN BIOLOGY

Eighteen hours are required for a biology minor with no more than two courses at the 100-level. Recommended courses for each of three minor areas are listed below.

- Social Science: BIOL 103, 151, 233, 234, 312
- Pre-medical: BIOL 151, 152, 216, 310, 311, 312, CHEM 320, 322. Note that Pre-medical requirements are listed on page 47 of this catalog.
- Environmental: BIOL 103, 151, 152, 290, 309, 350 (A,B,C) and Au Sable courses

THE MAJOR FOR THE B.S. IN ENVIRONMENTAL SCIENCE

BIOL 151, 152	General Biology I, II	4, 4
BIOL 309W	Ecology	4
BIOL 320	Environmental Issues	4
BIOL 420	Introduction to Environmental Regulations and Policy	3
BIOL 425 OR 426	Senior Thesis	2
GEOL 200	Geology	3
BIOL	FOUR electives including a minimum of TWO field biology courses*	14-16
CHEM 111, 113	Applied Chemistry: Air, Water and Energy and Lab**	3, 1
CHEM 121, 123	General Chemistry I and Lab	3, 1
CHEM 122, 124W	General Chemistry II and Lab	3, 1
	<i>Choose ONE of the following:</i>	3
BIOL 410	Environmental Theology	
BIOL 417	Creation, Evolution, and the Organization of Biology	
	<i>Choose ONE of the following:</i>	3
ECON 205	Essentials of Economics	
POLI 103	American Government	
POLI 212	International Relations	
	<i>Choose ONE of the following:</i>	3
MATH 160	Calculus I	
MATH 220	Statistics for Social and Behavioral Sciences	
BUSA 221	Business Statistics	

Total Credit Hours: 59-61

*Field biology courses are as follows: AuSable Institute of Environmental Studies courses, BIOL 206, BIOL 290, BIOL 350A, BIOL 350B, and BIOL 350C.

**If CHEM 121/123 is taken prior to CHEM 111/113, a higher chemistry course will be substituted for CHEM 111/113.

Recommended Schedule:

First Year	BIOL 151, 152, CHEM 111/113 and core requirements
Sophomore Year	BIOL 309W; CHEM 121-124; BIOL 320 or elective; POLI 103 or 212 or ECON 205; MATH 220 or MATH 160 or BUSA 221; core requirements
Junior Year	Field elective; BIOL 320 or 420; GEOL 200; biology electives
Senior Year	Field elective; BIOL 417 (spring or Junior year spring if Dec. graduation); BIOL 320 or 420; BIOL 425 or BIOL 426; GEOL 200 (if not taken)

THE MINOR IN ENVIRONMENTAL SCIENCE

The minor in Environmental Science requires eighteen hours as follows: BIOL 151; BIOL 309; BIOL 320 or 420 and two elective courses, one of which must be a field course taught by Eastern or Au Sable Institute.

BIOLOGY COURSE DESCRIPTIONS

BIOL 103 General Biology: Earth-Keeping..... 4
Basic concepts of ecology will be presented in sufficient detail to allow an examination of our environmental problems within an ecological worldview. There will be an emphasis on developing stewardship lifestyles. The laboratory will include field studies of terrestrial and aquatic communities and will examine pollution abatement systems. Three hours lecture, two and a half hours laboratory. For non-majors only. No prerequisites. Offered every semester.

BIOL 104 Human Biology..... 4
A study of the origin and structure of cells, energy transformation, the structure and function of major organ systems, inheritance, reproduction, and development. Emphasis is on human biology. Three hours lecture, two and a half hours laboratory. For non-majors only. No prerequisites. Offered every semester.

BIOL 105 Introductory Biology..... 4
An overview of the major areas of biology. Topics to be covered include cell biology; heredity; protists; plants; diversity of animals; human body systems; ecology; major ecosystems of the world; conservation biology; evolution/natural selection. Three hours lecture, two and a half hours laboratory. Required for Early Childhood Education major. No prerequisites. For non-majors only. Offered every semester.

BIOL 151 General Biology I..... 4
Required course for the student interested in majoring or minoring in biology, biological studies, environmental science, or the pre-physical/occupational therapy tracks in exercise science. The course surveys basic concepts of biology with an emphasis on field-oriented disciplines, including ecology, zoology, botany, and macroevolution. Offered every fall; may be taken before or after BIOL 152. Three hours lecture, three hours laboratory. Fulfills lab science requirements for math and science majors.

BIOL 152 General Biology II..... 4
Required course for the student interested in pre-med, majoring or minoring in biology, biological studies, environmental science, biochemistry or the pre-physical/occupational therapy tracks in exercise science. The course surveys basic concepts of biology with an emphasis on lab-oriented disciplines, including cell biology, physiology, genetics, and evolutionary mechanisms. Offered every spring; may be taken before or after BIOL 151. Three hours lecture, three hours laboratory.

BIOL 206 Ornithology..... 4
The biology and natural history of birds. Field work with emphasis on recognition and behavioral observations of local species. May require Saturday field trips. Open to majors and non-majors. Counts as a field course. Three hours lecture, three hours laboratory. Offered in the fall of odd-numbered years. Open to both science and non-science majors. No prerequisites.

- BIOL 216 Introduction to Microbiology** 4
A study of the classification and biology of microbes and application of microbiological techniques. Three hours lecture, two laboratories, each 1 1/2 hours. The course is intended for biology majors and allied health students. Prerequisite: Minimum grade of C in BIOL 152 or 233. Offered in the spring.
- BIOL 233 Human Physiology and Anatomy I** 4
The first course of a two-semester sequence which surveys the human as a functioning organism. The first semester will emphasize the musculoskeletal system, nervous system, and senses. The laboratory will emphasize human structure and techniques for studying muscle and nerve function. The course is designed for students in Athletic Training, Exercise Science, Psychology, and Nursing, and as an elective course for Biology students considering graduate work in health professions. For the biology core, BIOL 233 and BIOL 234 may substitute for BIOL 310. Three hours lecture, one and a half hours recitation, two hours laboratory. Offered in the fall.
- BIOL 234 Human Physiology and Anatomy II** 4
The second of a two-semester sequence. Emphasis will be on mechanisms of internal homeostasis, i.e., circulation, nutrition, excretion, etc. Course purpose and format are the same as 233. For the biology core, BIOL 233 and BIOL 234 may substitute for BIOL 310. Three hours lecture, one and a half hours recitation, two hours laboratory. Prerequisite: Minimum grade of C in BIOL 233. Offered in the spring.
- BIOL 290 Tropical Biology** 4
An introduction to tropical biology, surveying the most common ecosystems, important themes in tropical communities and selected issues involving environmental degradation. A scheduled field trip to a tropical region is required; this will generally occur during Spring Break and constitute the laboratory hours. Three hours lecture. Prerequisite: at least one majors biology course or permission of instructor. Generally offered spring of odd-numbered years.
- BIOL 299 Research Experience** 1-2
The primary goal of BIOL299 is to provide mentored research for freshman and sophomore students. Students will participate in lab safety training and develop superior lab safety practices; develop basic lab skills in the areas of expertise of the faculty mentor; learn how to participate in a collaborative research project by interacting and learning from all members of the research group; increase foundational scientific knowledge through reading scientific literature and discussion; and keep a laboratory notebook.
- BIOL 309W Ecology** 4
The principles of ecology with some emphasis on their applications to humans. Field projects and laboratory work complement the theoretical considerations. This is a writing intensive course. Three hours lecture, three hours laboratory. Some required Saturday field trips. Prerequisite: Minimum grade of C in BIOL 103 or BIOL 151. Offered every fall.
- BIOL 310 Animal Physiology** 4
An inquiry into the physiological basis of life at the molecular, cellular, and systems levels. Physiology of multicellular organisms is stressed with an emphasis on human biology and homeostasis. Three hours lecture, three hours laboratory. Prerequisites: Minimum grade of C in BIOL 152, CHEM 111 or 121. Offered each fall upon adequate demand.
- BIOL 311 Cell Biology** 4
Emphasis will be on the morphology and physiology of the cell. Biological molecules, reactions, and cellular energetics will be studied, as well as membranes and the cell surface, cell motility, and cellular synthesis. Lab work will include fluorescence microscopy, cell culture, and cytological and biochemical analyses. Three hours lecture, three hours laboratory. Prerequisites: Minimum grades of C in BIOL 152, CHEM 122. Offered every fall.
- BIOL 312 Genetics** 4
A survey of genetics, including (1) Mendelian inheritance and variations in chromosomal segregation, (2) microbial genetics, (3) molecular genetics, with an emphasis on human disease, and (4) population and behavioral genetics. Three hours lecture, three hours laboratory. Prerequisite: Minimum grade of C in BIOL 152 and BIOL 311. Offered every spring.
- BIOL 313 Developmental Biology** 3
An introduction to classical and current understanding of embryogenesis and development, with an emphasis on the genetic control mechanisms. Three hours lecture. Prerequisites: Minimum grade of C in BIOL 151, 152 or consent of instructor. Recommended elective for biology majors and other majors with interest in medicine and genetics. Generally offered fall of even-numbered years.
- BIOL 315 Medical Botany** 3
A survey of "biologically active" plants and the techniques used to study them and develop new medicines. Topics include pharmacokinetics and drug application procedures, cultural concepts of healing, medicinal, allergenic and poisonous effects of plants, plant sources of new anticancer drugs, foods as medicine, and some problems in natural products research. Three hours lecture. Generally offered in spring upon adequate demand.
- BIOL 316 Techniques in Biotechnology** 3
The course will introduce students to a wide range of techniques used in research laboratories. Basic skills will be emphasized with hands-on directed experiences in sterile technique, molecular biology, and laboratory management. Meets six hours per week. Offered in the fall upon adequate demand.
- BIOL 320 Environmental Issues** 4
This course builds upon principles established in ecology to examine specific environmental issues. Major issues related to environmental degradation will be covered, including problems of policy and management choices. Three hours lecture, three hours laboratory. Prerequisites: Minimum grades of C in BIOL 151, 152, 309. Offered spring of even-numbered years.

- BIOL 340 Medical Parasitology**.....4
An introduction to the general biology of major parasitic groups, parasitic protozoa, monogeneans, digeneans, cestodes, nematodes, acanthocephalans, and parasitic arthropods of humans and domesticated animals. Lectures will emphasize the morphology, physiology (form and function), life cycles, symptomatology, and pathogenesis of representative taxa from these major parasitic groups. The labs will provide students with an opportunity to identify and study commonly occurring parasites. Emphasis will be placed on the taxonomy, morphology, life cycles, and histopathology of parasites of humans and domestic animals. Overall, the course aims at providing a basic theoretical and practical foundation in parasitology so as to enable students to better appreciate the impact that parasites have on society. Three hours lecture, three hours laboratory. Recommended elective for Biology majors and other majors with interest in medicine and genetics. Prerequisite: Minimum grade of C in BIOL 151 and 152. Offered spring of even-numbered years.
- BIOL 344 Molecular Biology**.....3
This course is designed to provide the science major with a thorough introduction to the biology of nucleic acids. It will cover the theoretical aspects of the field. Topics covered will include molecular cloning, an introduction to genomics, and an in depth study of DNA replication, transcription in prokaryotes and eukaryotes, post-transcriptional events, and translation. Three hours lecture. Prerequisites: Grade of C or better in BIOL 311 and CHEM 122/124 or permission of the instructor. BIOL 345 must be taken concurrently. Offered every spring.
- BIOL 345 Molecular Biology Laboratory**.....1
This laboratory course provides hands-on experience with common experimental techniques used in molecular biology research such as gene cloning, PCR, RT-PCR, primer design, DNA and RNA purification, gel electrophoresis of nucleic acids, restriction digestion, bacterial transformation, bacterial culture manipulation, and the analysis of genes using bioinformatics software and online bioinformatics tools. Three hours laboratory. BIOL 344 must be taken concurrently. Offered every spring.
- BIOL 350A Entomology**4
The phyla of the Invertebrates are examined with reference to diversity in taxonomy, morphology and adaptation, with a particular emphasis on insects and consideration of species important in agriculture and medicine. Offered as part of the flexible core on a rotating basis with BIOL 350B and 350C. Three hours lecture, three hours laboratory. Saturday trips may be required. Prerequisites: Minimum grade of C in BIOL 151 or consent of the instructor. Offered in spring of odd-numbered years.
- BIOL 350B Vertebrate Zoology**4
The organization, structure, and taxonomy of the major groups of the Chordates. Laboratory work focuses on comparison of anatomy of type-forms of Vertebrates. Application of this discipline to particular research problems will also be made. Offered as part of the flexible core on a rotating basis with BIOL 350A and 350C. Three hours lecture, three hours laboratory. Saturday trips may be required. Prerequisites: Minimum grade of C in BIOL 151 or consent of instructor. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms. Offered in fall of even-numbered years.

- BIOL 350C Vascular Plants**.....3
A lecture and laboratory course concerning the classification of vascular plants, with emphasis on family characteristics and relationships. Identification and description of local flora, use of keys and manuals, and field recognition will be emphasized. Application to research problems related to agriculture, biodiversity or medicine will be made. Offered as part of the flexible core on a rotating basis with BIOL 350A and 350B. Meets three hours per week. Saturday trips may be required. Prerequisites: Minimum grade of C in BIOL 151 or consent of instructor. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms. Offered in fall of odd-numbered years.
- BIOL 410 Environmental Theology and Ethics**.....3
This course is designed for students who wish to develop a Christian understanding of environmental problems and issues in such a manner that this can be applied toward taking informed and appropriate action in their lives and vocations. Fulfills the culminating senior experience with BIOL 425 or 426. Prerequisite: Minimum grade of C in any 200-level THEO course.
- BIOL 417 Evolution, Creation and the Organization of Biology**.....3
An advanced course studying the theoretical base of the origin of biological forms. The course discusses the nature of scientific theory, evolution and creation as theories, biological system theory, the mechanisms of population change, fitness and speciation, and the integration of faith and scientific work. Three hour lecture. Prerequisite: C or better in three 4-credit Biology courses at the 300-level. Offered every spring. Fulfills culminating senior experience with BIOL 425 or BIOL 426.
- BIOL 420 Environmental Regulations and Policy**.....3
The course will survey the history of environmental policy in the United States and give overviews of specific critical areas, such as wetlands, coastal zones, species protection, hazardous waste, and land management. Case studies will allow students to apply their knowledge of science, environmental ethics, and policy to examine modern environmental problems. Three hours lecture. Prerequisites: Minimum grades of C in BIOL 151, and BIOL 309W or consent of instructor. May apply to Political Science major or minor. Offered spring of odd-numbered years.
- BIOL 425 Senior Thesis Literature Review**.....2
This advanced course involves the selection and approval of a thesis topic, the preparation of a comprehensive literature review, the preparation of a research proposal, and a seminar presentation describing the proposed research project and its relationship to the existing literature. A formal written proposal is submitted at the end of the semester. Meets two hours per week. Fulfills culminating senior experience with BIOL 417 or BIOL 410. Offered in both fall and spring semesters.
- BIOL 426, 427 Senior Thesis Directed Research I, II**.....2-4
This course involves performing an original experimental research study, analyzing the data, and preparing a written thesis. A seminar will be presented at the end of the semester describing the research findings and the relationship to the existing data in the field of study. Those students who wish to continue the research for another semester may do so in BIOL 427. A second paper and seminar will be

required. Students working with Eastern professors are required to complete six hours of research/meeting per week. Fulfills culminating senior experience with BIOL 417 or BIOL 410. Offered in both fall and spring semesters.

BIOL 495 Internship2-12
Qualified students will be assisted in obtaining laboratory/research positions in industry or academia; positions in parks, zoos, aquariums; or other positions in the student's area of interest. Internships must be approved by the department. Students will complete 40 hours of internship for every credit hour. Journal of experience and term paper are required. Up to 5 credits can apply to biology elective requirement.

BIOL499 Research Assistant1-2
The primary goal of BIOL499 is to provide mentored research for junior and senior students. Students who complete BIOL499 are able to perform at a higher level in BIOL426 Senior Thesis Research and are better prepared to make post-graduate decisions about employment or graduate school. Students will participate in updated lab safety training and continue superior lab safety practices; develop more advanced lab skills in the areas of expertise of the faculty mentor; further participate in a collaborative research project; increase foundational scientific knowledge through reading scientific literature and discussion; and maintain an effective laboratory notebook.

GEOLOGY COURSE DESCRIPTIONS

GEOL 200 Geology3
This course is an introduction to geology and earth science issues. Topics studied include rock types, soils, groundwater, and landforms. Environmental impacts of some of these topics will be included. Three hours lecture and lab combined. No prerequisites. Offered fall of even-numbered years. Can only take one GEOL 200 or PHYS 206 for credit.

AU SABLE INSTITUTE PROGRAM

In addition to on-campus biology courses, Eastern students may take biology courses offered by Au Sable Institute. Students must have a minimum GPA of 2.5. For further information and course descriptions, students should consult the Au Sable catalog available online at www.ausable.org and speak to Eastern's faculty representative for Au Sable. Au Sable Institute offers competitive scholarships, but does not qualify for federal and state financial assistance. Professional certification as environmental analyst, land resource analyst, water resource analyst, and naturalist is available.

ACCELERATED BUSINESS PROGRAMS

BACHELOR OF ARTS WITH A MAJOR IN ORGANIZATIONAL LEADERSHIP

The purpose of the 45-credit major is to produce graduates with the capacity to understand and lead strategic change and renewal in organizations. Drawing from Judeo-Christian and ethical perspectives, the curriculum challenges students to apply critical thinking and collaborative skills in identifying the costs and consequences of planned change. The program is designed for adult learners who are 21 years and older who bring prior college credits to complete the 121-credit bachelor's degree.

General Education (GE July 2013) is integrated into the Organizational Leadership major. Oral Communication, Argument and Analysis, Scientific and Quantitative Reasoning, Information Literacy, Biblically Informed, Formed in Christian Thought, and Knowledgeable in Doing Justice are important components flowing out of Eastern's foundational commitments. In addition, students must complete some GE courses outside the major.

Required Coursework:

INST 222	Foundations of Critical Thinking.....3
INST 270	Justice in a Pluralistic Society.....3
INST 350	Judeo Christian Perspectives on Leadership ....3
LEAD 220	Statistical Analysis and Decision Making .....3
LEAD 261	Secondary Research and Writing .....3
LEAD 310	Leadership Formation and Development .....3
LEAD 320	Research in Organizations .....3
LEAD 336	Financial Concepts for Non-Financial Leaders .3
LEAD 340	Managing Ethics in Organizations .....3
LEAD 350	Organizational Theory .....3
LEAD 360	Essentials of Project Management .....3
LEAD 380	Communication Strategies of the Leader .....3
LEAD 410	Behavioral Dynamics in Organizations.....3
LEAD 440	Strategic Change.....3
LEAD 485	Organizational Leadership Capstone Course ...3

See General Studies Courses to select general education and elective courses for the degree program.

BACHELOR OF SCIENCE WITH A MAJOR IN BUSINESS ADMINISTRATION- ACCELERATED

The purpose of this 39-credit major is to provide key growth opportunities including global awareness and complex thinking; strategic planning, ethical reasoning and decision making; transformational leadership; project management; business process analysis; and identification/development of human and social capital. The program is designed for adult learners who are 21 years and older who bring prior college credits to complete the 121-credit bachelor's degree.

General Education (GE July 2013) is integrated into the Business Administration major. Written and Oral Communication, Technological Skills, Scientific and Quantitative Reasoning, and Information Literacy are important components flowing out of Eastern's foundational commitments. In addition, students complete GE courses outside the major. See General Studies Courses to select general education and elective courses for the degree program.



Required Coursework:

BSBA 300 **Marketing**3
 BSBA 308 **Accounting**3
 BSBA 311 **Ethical Principles of Management**3
 BSBA 320 **Microeconomics**3
 BSBA 321 **Operations Management**3
 BSBA 340 **Human Resource Management**3
 BSBA 350 **Business Law**3
 BSBA 360 **Finance**3
 BSBA 361 **Research Methods I**3
 BSBA 362 **Research Methods II**3
 BSBA 390 **Organizational Behavior**3
 BSBA 480 **Strategic Management**3
 BSBA 485 **Organizational Change Proposal Presentation**3

See General Studies Courses listed at the beginning of the course descriptions in this catalog to select general education and elective courses for the degree program.

BUSINESS COURSE DESCRIPTIONS

BSBA 104 Business Communications3
 This course focuses on the concepts, skills and knowledge necessary for effective business communication. Written, oral, and interpersonal communication skills will be emphasized.

BSBA 110 Accounting Fundamentals3
 This course introduces students to the basic terminology, application, and integration of financial knowledge, understanding, and reasoning among individuals, groups, organizations and society. Topics covered include: the nature of assets; liabilities and equity; the recording and reporting cycle, and internal controls. In addition, students will be introduced to basic managerial applications related to resource allocation involving planning and controlling business operations, analyzing and interpreting cost behavior, and assessing performance.

BSBA 300 Marketing3
 This course introduces the student to the broad field of marketing and activity that aims to develop goods and services to satisfy the needs and desires of customers. Marketing decision-making in for-profit and not-for-profit organizations emphasizes the analysis of customer needs and desires; segmenting of markets; developing product, promotion, price and distribution strategies; and the relationship among consumers, business and government.

BSBA 308 Accounting3
 This course introduces the student to basic concepts and principles in accounting. In addition, students are expected to apply these concepts and principles in analyzing the financial health of an organization and devising strategies to ensure ethical decision-making with regard to accounting practices.

BSBA 311 Ethical Principles of Management3
 The course introduces students to the relationship between business and society and integrates the major themes of this topic with principal concepts related to ethics and management. Students explore and relate their personal ethical values to the complex moral dilemmas faced by managers.

BSBA 320 Microeconomics3
 This introductory course focuses on the analysis of economic decision making in the context of public and private enterprises. The course develops the economic framework necessary to evaluate production opportunities, cost analysis, and price determination in competitive and non-competitive markets.

BSBA 321 Operations Management3
 This course emphasizes the optimum deployment of productive resources in industrial, commercial, and institutional settings. Quantitative analytical techniques are used to explore topics related to decision theory, capacity planning, project management, inventory control, and quality control.

BSBA 335 Diversity Management3
 This course examines the meaning of diversity with respect to an historical context involving social, political, and economic factors. A variety of materials and methods provide the basis for better understanding the spectrum of human differences currently addressed by organizations. Particular attention will be paid to the legal and social impact of various approaches to dealing with diversity and how these approaches have influenced an organization's bottom line.

BSBA 340 Human Resources Management3
 This course analyzes the problems, strategies, and procedures used to assess and manage human resources in organizations. Special attention will be given to evaluation of abilities and performance; effective recruitment and selection; motivation techniques, and developing human resources.

BSBA 350 Business Law3
 This course provides a basic understanding of (1) the nature, functions and limitations of law and legal systems; (2) the basic relationship among justice, ethics, legal systems and social structure; (3) the relationship among society, law and business activity. Further, it is designed to enlighten with respect to rules, principles, standards and doctrines of law fundamental to a free enterprise system. The course covers the substantive areas of constitutional law, torts, contracts, and property and estate law.

BSBA 360 Finance3
 This course introduces the basic concepts and techniques employed by financial managers. Topics include: the environment in which financial decisions are made; time value of money; concept of value versus price; bond and stock valuation; risk and return; the capital asset pricing model; financial ratios calculations and capital budgeting.

BSBA 361 Research Methods I3
 This course introduces students to fundamental concepts related to the type of research that will be done through their Organizational Change Proposal. Topics include basic research design and measurement and the strengths and weaknesses of the various approaches available to the organizational problem solver.

BSBA 362 Research Methods II 3

This course reinforces the concepts introduced in Research Methods I and introduces students to the next phase in analyzing organizational problems. In particular, topics related to data analysis and interpretation will be explored relative to the types of research design a student may choose from in completing their Organizational Change Proposal.

BSBA 390 Organizational Behavior..... 3

The behavioral aspects of management are examined at the micro and macro levels. Specific areas of concern such as work force motivation, decision making, leadership, and conflict resolution are studied both theoretically and experientially.

BSBA 400 Spiritual Environment of Management..... 3

The behavioral aspects of management are examined at the micro and macro levels. Specific areas of concern such as work force motivation, decision making, leadership, and conflict resolution are studied both theoretically and experientially. Prerequisite: Minimum grade of C in BUSA 206.

BSBA 480 Strategic Management..... 3

This course explores the strategic planning process by focusing on in-depth analyses of organizations and their environments. Students integrate material from all other business related courses to prepare written and verbal analyses of the strategic management of various types of organizations.

BSBA 485 Organizational Change Proposal Presentation 3

The Organizational Change Proposal serves as an opportunity for students to apply knowledge and skills developed in the Business Administration program to authentic problems in businesses and organizations in their communities. Using the systems model of planned change, students analyze organizational inputs, target elements of change, and final outputs that reflect the change, and how it will be managed and sustained over time.

ORGANIZATIONAL LEADERSHIP COURSES

LEAD 220 Statistical Analysis and Decision Making..... 3

Encountering statistics is inescapable in a world of ubiquitous information and rapid change. The ability to analyze, interpret, and apply statistical information is included among the critical skills necessary for strategic leaders to make informed decisions. As such, the course provides a relevant context for introducing students to statistical concepts including descriptive statistics, probability, inferential statistics, correlation, and regression. Ample discussion and practice will supplement comprehensive lecture material.

LEAD 261 Secondary Research and Writing 3

The analysis, synthesis, and evaluation of information from secondary and primary sources is discussed and practiced. A special emphasis is placed on locating information using Warner Memorial Library electronic databases; reading strategically; writing for academic audiences; and documenting source material in American Psychological Association (APA) format.

LEAD 310 Leadership Formation and Development 3

Students will reflect on and evaluate individual leadership style, values, beliefs, and areas for leadership development in the context of the Christian faith. Study of leadership theories will include particular examination of ethical, spiritual, authentic, and servant leadership approaches along with discussion of implications for organizational practice.

LEAD 320 Research in Organizations 3

The scientific method of exploring and understanding phenomena is examined in the context of organizational studies. Examples of published research will be analyzed, interpreted, and evaluated to acquaint students with contemporary and traditional methods of investigating organizational phenomena. Important philosophical assumptions associated with quantitative and qualitative approaches to research will be considered along with the role of diagnostic inquiry in organizations.

LEAD 336 Financial Concepts for Non-Financial Leaders . 3

Basic financial concepts are presented to enable students to effectively use accounting data, financial statements, budgets, and financial reports. Course participants will be able to estimate costs and prepare project budgets while communicating more effectively with accountants and financial specialists.

LEAD 340 Managing Ethics in Organizations 3

Fundamental issues involved in relating personal ethical values to the complex moral dilemmas faced by leaders are introduced. Beginning with a consideration of the relationship between values and worldviews, the course proceeds to examine different modes of ethical analysis and to explore problems associated with ethical relativism, professional ethics, conflicts of interest, and social responsibility.

LEAD 350 Organizational Theory 3

The theoretical foundations of organizations are introduced and examined. Special emphasis will be placed on understanding organizations as complex open systems that interact strategically with multiple stakeholders. Students apply concepts and principles to cases that illustrate the structural, cultural, and technological aspects of organizations.

LEAD 360 Essentials of Project Management 3

The project life cycle, planning and control processes, and people management aspects of project management are presented. Students develop foundational knowledge and skill in managing projects while balancing constraints involving project scope, quality, schedule, budget, resources, and risk.

LEAD 370 Cross-Cultural Studies..... 3

Managing diversity is the major theme of this course with emphasis on cultural sensitivity and empowerment of people to reach their full potential. Readings and interviews are used to explore the values, customs and perceptions of various racial and ethnic groups and the impact on social and economic life. Satisfies the general education requirement for Cultural and Global Awareness/Global Diversity.



LEAD 380 Communication Strategies of the Leader3

Students will develop and demonstrate communication skills appropriate for a variety of audiences and contexts including interpersonal, small group, public speaking, and online situations. The importance of communicating vision as well as framing organizational issues effectively will be highlighted. Prerequisite: INST 222.

LEAD 410 Behavioral Dynamics in Organizations3

Socio-psychological aspects of organizations are examined relative to overall work performance, decision making, conflict resolution, team learning, innovation and change. Group tasks are supplemented with opportunities for individual and interpersonal reflection as consideration is given to issues related to work-life balance and the role of personal faith in the workplace.

LEAD 440 Strategic Change3

The role of strategy in organizational decision making, development, and change is examined. A distinction will be drawn between strategies and tactics as the formulation, implementation, and continual evaluation of strategy in organizations will be emphasized. Special attention will be placed on the concept of strategic thinking as students assess and develop personal competency in this area.

LEAD 485 Organizational Leadership Capstone Course ...3

Students will apply knowledge and skills developed in previous courses to authentic cases involving opportunities for planned change. Systematic and systemic analysis of an organization's current state and desired state will be conducted as students work collaboratively to initiate and sustain momentum toward a strategic change initiative. Final project deliverables include a comprehensive proposal and presentation to key stakeholders.

TRADITIONAL UNDERGRADUATE BUSINESS PROGRAMS

The mission of the Business Department is to prepare students to serve God in the global marketplace by integrating quality liberal arts education with professional business education. Business majors will learn how to ask questions and to search for answers.

The Business Department empowers students to become well-rounded people who are entrepreneurial in spirit, who appreciate knowledge, and who work within and change the world. Graduates will be able to use their influence to ensure that people, products, and profit are consistent with Christian ethics in the global marketplace. Our core value is commitment to excellence in Christian business education.

Business graduates can be found working in careers such as accounting, advertising managers, benefit analysts, business journalists, buyers, credit analysts, distribution managers, financial advisors, human resources managers, import/export agents, insurance agents/brokers, inventory managers, market research analysts, operations managers, brand managers, public relations consultants, sales managers, and small business owners.

THE MAJOR FOR THE B.S. IN ACCOUNTING AND FINANCE

Accounting is often called the "language" of business. Accountants provide much of the data that is used in business decision-making. The task of the accountant is to retrieve and report data gathered in many types of business and non-business organizations. Accounting involves much more than simply gathering financial data; it involves the analysis and communication of the data in a usable format for various types of economic decisions by management, government, consumers, creditors, and stockholders. The Accounting and Finance Major is designed to prepare the graduate to go directly into public accounting, corporate or small business sectors, or to continue on to graduate school for an MBA or similar degree in any area of business.

ACCT 107, 108	Principles of Accounting I, II	6
ACCT 361, 362	Intermediate Financial Accounting I, II	6
ACCT 381	Audit Theory and Philosophy <i>or</i>	3
BUSA 430	Investment Management	
ACCT 420	Advanced Accounting <i>or</i>	3
ECON 390	International Economics	
ACCT 421	Concepts in Federal Taxation <i>or</i>	3
ECON 321	Financial Institutions and Markets	
ACCT 470	E-Commerce and Advanced Accounting Information Systems	3
BUSA 202	Principles of Marketing <i>or</i>	3
BUSA 206	Principles of Management and Leadership	
BUSA 221	Business Statistics	3
BUSA 306	International Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 480	Business Strategy and Policy	3
COMM 120	Public Speaking	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
FINA 360	Business Finance	3
FINA 424	Strategic Finance	3
FINA 460	Business Analysis and Valuation	3

Total Credit Hours: 60

Recommended course:

ACCT 495 **Internship**

THE MINOR IN ACCOUNTING

ACCT 107, 108, 361, 362, and six additional credits in accounting or three additional credits in accounting and FINA 424.

THE MINOR IN FINANCE

ECON 205, ECON 305, FINA 360, FINA 460 and any two of the following classes: BUSA 430, ECON 321, ECON 390, FINA 424.

THE MAJOR FOR THE B.A. IN ECONOMIC DEVELOPMENT

With much of the world mired in desperate poverty, economic theory and analytical approaches provide students with the tools to facilitate progress toward economic justice. Failure to understand economic principles and practices often leads to failure in the effectiveness of well-intentioned social policies. In the B. A. in Economic Development major students will learn sound economic theory, grounded in Christian ethics. Students are strongly advised to take a minor (or major) with the language

department, anthropology, environmental science, missiology, political science or sociology. The program is designed to prepare students for international work focused on community and economic development within developing country contexts. Graduates will be prepared for careers in financial institutions, the private and public sectors, or to continue their studies at the graduate level.

ACCT 107, 108	Principles of Accounting I, II	6
ANTH 301	Christianity, Anthropology and Economic Systems	3
ANTH 320	Language and Culture	3
BUSA 221	Business Statistics	3
BUSA 480	Business Strategy and Policy	3
ECON 205	Essentials of Economics	3
ECON 220	Faith and Economic Justice	3
ECON 315W	Economic Reasoning Seminar	3
ECON 350	Economic Development in Third World Countries	3
ECON 480	Development Studies Seminar	3
ENTR 205	Essentials of Entrepreneurship	3
ENTR 305	Managing Entrepreneurial Enterprises	3
ENTR 320	Social Entrepreneurship	3
ENTR 360	Finance for Entrepreneurs	3
SOCI 409	Community Development in Developing Nations	3

Choose ONE of the following to fulfill Knowledge of a Tradition Beyond the West:.....3

HIST 353	History of the Middle East
HIST 354	History of Latin America
INST 213	Heritage of India
INST 218	Heritage of Islam
SOCI 350	Poverty, Oppression and Development in Africa

Total Major Credit Hours: 51

Recommended:

ECON 495	Internship(3-6 credits)
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Minor in biology, languages, missiology and anthropology, political science or sociology.

THE MAJOR FOR THE B.A. IN ENTREPRENEURIAL STUDIES

The B. A. in Entrepreneurial Studies major is focused on opportunity identification, enhancement, and realization to create value for all stakeholders in the context of Christian faith. Entrepreneurship has evolved to include companies and organizations of all types and stages. The skills the student will learn through the entrepreneurial studies major are vital for the success of any organization - large or small, public or private, corporate or not-for-profit, local or global. The major places strong emphasis on a broad skill-set for business, while also providing students with customized internship experiences in specific businesses including: new ventures, franchises, corporate ventures, socially responsible companies, and family-controlled enterprises.

ACCT 107, 108	Principles of Accounting I, II	6
BUSA 221	Business Statistics	3
BUSA 306	International Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 480	Strategy and Policy	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
ENTR 205	Essentials of Entrepreneurship	3
ENTR 305	Managing Entrepreneurial Enterprises	3
ENTR 315	Marketing in Entrepreneurial Organizations	3
ENTR 320	Social Entrepreneurship	3
ENTR 360	Finance for Entrepreneurs	3
ENTR 410	Entrepreneurial Negotiation and Sales	3
ENTR 415	Entrepreneurial Business Plan Development	3
ENTR 495	Entrepreneurial Internship	3

Total Major Credit Hours: 51

Recommended Courses

BUSA 270	Management Information Systems	3
COMM 120	Public Speaking	3

THE MINOR IN ENTREPRENEURIAL STUDIES

Eighteen hours to include ACCT 107, ENTR 205, 305, 315, 320 and 410.

THE MAJOR FOR THE B.S. IN MANAGEMENT

The B. S. in Management major provides the student with a broad understanding of a variety of business practices, techniques, and philosophies. The major stresses the mastery of key managerial concepts from the perspective of how they affect the behavior, performance, and satisfaction of individuals and how individual performance and satisfaction contribute to organizational efficiency and effectiveness. Strong emphasis is placed on demonstrating competence in the use of management concepts and techniques for problem solving and decision-making in the context of Christian faith.

ACCT 107, 108	Principles of Accounting I, II	6
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 221	Business Statistics	3
BUSA 270	Management Information Systems	3
BUSA 306	International Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 321	Operations Management	3
BUSA 340	Human Resources Management	3
BUSA 350	Business Law	3
BUSA 390	Organizational Behavior	3
BUSA 480	Business Strategy and Policy	3
COM 120	Public Speaking	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
FINA360	Business Finance	3

Total Credit Hours: 51

THE MINOR IN MANAGEMENT

Eighteen hours to include BUSA 206, 311, 340, 390, and TWO BUSA electives.

THE MAJOR FOR THE B.A. IN MARKETING

Are you innovative, creative and resourceful? Are you a good communicator? Careers in marketing use all these skills and more. The B.A. in Marketing is designed to provide students with a strong marketing foundation through courses that address the primary functional concerns of marketing in organizations both large and small, for profit and non-profit. The major stresses academic preparation in promotions, advertising, brand management, sales, sales management, marketing research, e-commerce, and information technology aspects of marketing which are important in the marketplace. Strong emphasis is placed on demonstrating competence in the use of marketing concepts and techniques for problem solving and decision-making in the context of Christian faith and service.

ACCT 107, 108	Principles of Accounting	6
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 221	Business Statistics	3
BUSA 302	Marketing Research	3
BUSA 303	Consumer Behavior	3
BUSA 305	Principles of Sales Management	3
BUSA 306	International Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 403	Contemporary Issues in Marketing	3
BUSA 405	Integrated Marketing Communications	3
BUSA 480	Business Strategy and Policy	3
COMM 120	Public Speaking	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
FINA 360	Business Finance	3
	<i>Total Credit Hours:</i>	<u>54</u>

THE MINOR IN MARKETING

Eighteen hours to include BUSA 202, 221, 302, 303, 305 and BUSA 403 or 405.

ACCOUNTING COURSE DESCRIPTIONS

ACCT 107	Accounting Principles I	3
	Basic accounting principles and practices, including the preparation of basic financial statements, account uses, accruals and deferrals. Prerequisite: College-level Math class or SAT Math score of 500.	
ACCT 108	Accounting Principles II	3
	Accounting concepts, terminology, and the preparation, use, and analysis of financial data for internal and external users will be covered. This includes the accounting equation, accrual accounting, journal entries for business transactions, financial statements, and the generally accepted accounting principles. International Financial Reporting Standards will be introduced. Prerequisite: Minimum grade of C in ACCT 107.	

ACCT 309	Nonprofit Accounting	3
	Provides in-depth coverage of fund accounting principles, focusing on procedures of private nonprofit and governmental organizations. Topics include revenue recognition, accounting for fixed assets and investments, cash budgeting, allocation of fundraising costs, financial statement presentation, and other issues relevant to nonprofit organizations.	

ACCT 361	Intermediate Financial Accounting I	3
	Principles, control, and theory of accounting for assets, liabilities and equities. Course includes measurement and determination of income; preparation, utilization, analysis of cash flow statements, financial ratios and statistical analysis of accounting data. Prerequisite: Minimum grade of C in ACCT 108.	

ACCT 362	Intermediate Financial Accounting	3
	Intermediate Accounting is an in depth treatment of the traditional financial accounting topics as well as the recent developments in accounting valuation and reporting practices promulgated by the leading professional accounting organizations and applied by practitioners in public accounting and industry. International Financial Reporting Standards will be introduced. Prerequisite: Minimum grade of C in ACCT 361.	

ACCT 381	Audit Theory and Philosophy	3
	Introduction to auditing theory and philosophy as it contributes to the reliability of financial and other data and as an essential part of an accountant's knowledge. Includes such topics as evidence, basic techniques including sampling and the use of the computer, review of internal control, and arithmetic controls and reconciliations. Also included are the independent auditor's role, legal responsibilities, codes of ethical conduct, standards of reporting, field work, and competence. Prerequisite: Minimum grade of C in ACCT 362.	

ACCT 420	Advanced Accounting	3
	A detailed study of various topics, including mergers and acquisitions, consolidations, international operations, partnerships, special sales contracts, fiduciary and nonprofit accounting including government accounting. Assignments will include selected C.P.A. problems. Prerequisite: Minimum grade of C in ACCT 362.	

ACCT 421	Concepts in Federal Taxation	3
	Theory, philosophy, and principles of federal income tax and law and the procedures for computing the income tax liability of individuals; practice in solving typical problems and the preparation of tax returns. Prerequisite: Minimum grade of C in ACCT 108.	

ACCT 470	E-Commerce and Advanced Accounting Information Systems	3
	The course will familiarize students with different types of software used in public accounting practice and in small business settings. Students will be required to become competent with the following groups of software: decision support systems using Excel, general ledger package, a Relational database package, Experts Systems using Turbo Tax and the development of an e-commerce Web site. Prerequisite: Senior standing.	



- ACCT 495 Internship**2-12
 Designed to give the accounting and finance majors a supervised off-campus work experience, full-time or part-time in a public accounting firm or financial services company. Each credit hour of internship requires 40 hours of work experience. Internships must be approved prior to beginning the work experience. Students should have a junior or senior standing. ACCT 495 can be taken multiple semesters, not to exceed 12 credit hours in total.
- BUSINESS COURSE DESCRIPTIONS**
- BUSA 202 Principles of Marketing**3
 Basic principles and practices involved in the distribution of goods and services, market surveys, advertising, and salesmanship.
- BUSA 206 Principles of Management and Leadership**3
 Planning, organizing, directing, coordinating, and controlling the activities of the administrative unit; evolution of management thinking.
- BUSA 221 Business Statistics**3
 Introduction to statistical techniques used in business to include data collection, sampling, descriptive statistics, inferential statistics, regression analysis, forecasting. Prerequisite: Fulfillment of math entrance requirement. Credit earned only once for BUSA 221, MATH 220, PSYC 220, or SOCI 220.
- BUSA 270 Management Information Systems**3
 A basic understanding of Information Technology is essential to anyone entering the business world today. This course will explore topics relevant to a business manager's interaction with Information Systems. Topics include IT support of business goals and strategies; organizational systems; e-commerce; data management; the role of the Internet as it relates to business; and ethical issues related to privacy and security.
- BUSA 302 Marketing Research**3
 Analysis of the principal internal and external procedures used in collecting, processing, and evaluating both quantitative and qualitative data. Students will also apply research design and management of information for decision-making. Prerequisite: Minimum grade of C in BUSA 202 and BUSA 221.
- BUSA 303 Consumer Behavior**3
 Course examines the relationship between buyer behavior and marketing decision-making. Students will develop an awareness of various aspects of consumer motivation and behavior, including social, cultural, psychological, business and environmental influences. Prerequisite: Minimum grade of C in BUSA 202.
- BUSA 305 Principles of Sales Management**3
 Principles underlying the sales process and practical application of these principles to selling institutions. Emphasis on essential qualities, right mental attitudes and necessary emotional control, as well as good selling skills necessary to sell self, services, and products. Prerequisite: Minimum grade of C in BUSA 202.
- BUSA 306 International Business**3
 This course is designed to prepare students to understand issues related to international business practices. Students will examine various countries and regional trading blocks and their absolute and comparative advantages, some of their inherent competitive weaknesses, and the recruiting, hiring, and training of local and expatriate managerial talent necessary for the organization to be successful. Other topics include an overview of some of the strategies necessary to develop long-term relationships within foreign business cultures, and the necessity that multinational organizations understand and adjust to some of the cultural differences of the countries in which they operate, while simultaneously maintaining consistency in their corporate culture and values. This course will use a combination of theory, guiding principles and best practices, simulations and personal experiences to communicate lessons in global management. Prerequisite: Minimum grade of C in BUSA 202, 206 or ENTR 205.

- BUSA 311 Ethical Principles of Management**3
The course explores contemporary ethical dilemmas facing business persons for the purpose of developing analytical skills and discernment in ethical decision making and policy formation. Following a consideration of various theories of morality, the course utilizes the case method to highlight the relationship between specific normative decisions and broader philosophical/theological issues relating to moral theory. Specific topics to be discussed include corporate social responsibility, governmental regulation of the private sector, the use of cost-benefit analysis in policy formation, consumer protection, ethical issues in personnel management, discrimination, whistle-blowing, hostile corporate takeovers, ethical issues in advertising, and socially responsible investing. Special attention will be devoted to ways in which the Christian faith informs the motivation and structure of ethical decisions. Prerequisite: Minimum grade of C in BUSA 202, 206 or ENTR 205.
- BUSA 321 Operations Management**3
Survey of the functions and problems of service and production operations. Course includes analysis of the problems and practice of production systems design, production planning and scheduling, materials planning and procurement, capacity and quality control. Prerequisites: Minimum grades of C in BUSA 206, ECON 205, and BUSA 221.
- BUSA 340 Human Resources Management**3
Policies and methods of obtaining and developing an efficient work force, including human resources planning, recruitment, selection, placement, development, performance evaluation, compensation practices and safety, benefits administration. Prerequisite: Minimum grade of C in BUSA 206.
- BUSA 350 Business Law**3
Review of the major legal issues governing business law. Covers federal, state, and local laws; regulatory systems; business organizations; contract, tort, and employment law issues; and the impact of legal structures on business practices. Prerequisite: Minimum grade of C in BUSA 202, 206 or ENTR 205.
- BUSA 390 Organizational Behavior**3
The behavioral aspects of management are examined at the micro and macro levels. Specific areas of concern such as work force motivation, decision making, leadership, and conflict resolution are studied both theoretically and experientially. Prerequisite: Minimum grade of C in BUSA 206.
- BUSA 403 Contemporary Issues in Marketing**3
This course is designed to address contemporary issues and interests in Marketing. Such topics as supply chain management, branding, customer relationship management, retailing, and others will be offered in various semesters. Prerequisite: Minimum grade of C in BUSA 202, 302 and senior standing.
- BUSA 405 Integrated Marketing Communications**3
This course analyzes the numerous methods used to communicate with customers. Organizations in the private as well as the public sectors understand that the ability to communicate effectively and efficiently with their targeted audiences is critical to the long-term success of the organization. Topics such as public relations, selling, and advertising

and promotion will be explored. Students will complete the design and implementation of an integrated marketing communication plan. Prerequisites: BUSA 202, 303, and 305 and senior standing.

BUSA 430 Investment Management3
The basic principles underlying individual and institutional investment decisions are explored. The structure and operations of the stock exchanges as well as the functions of securities dealers and brokers are presented, together with a detailed examination of the various types of stocks and bonds. Portfolio management problems are considered. Prerequisites: Minimum grades of C in BUSA 206, FINA 360 and senior standing.

BUSA 480 Business Strategy and Policy3
An exploration of strategic planning through an intensive use of case studies and computer simulations. The course requires the graduating business major to analyze specific organizations and their environments and to develop logical alternative strategies. The result is that each student integrates the material from all other business and related courses in preparing rigorous written and verbal analyses and arguments. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement. Prerequisites: Minimum grade of C in BUSA 206 or ENTR 205, FINA 360 or ENTR 360 and senior standing.

BUSA 491, 492 Integrative Practices I, II3, 3
These courses are designed to serve as a senior level capstone experience for business majors that incorporates all of the learning that has taken place over the student's tenure at Eastern University and applies that knowledge to actual work situations. Students join Students in Free Enterprise (ENACTUS) and participate in a variety of community outreach programs that teach free enterprise. Enrollment is reserved for those business students demonstrating impressive accomplishments and exhibiting motivation to explore the business world more deeply. Prerequisite: The student must maintain a grade point average of at least 3.25 and be recommended by a faculty member.

BUSA 495 Internship2-12
This course is supervised experience and training in an organization of the student's choosing with approval from both the sponsoring organization and the supervising faculty. The internship will be designed to demonstrate the application of the principles learned in the classroom to actual business situations. Assignments will cover various aspects of a business firm, including where feasible: the general organization of the business, accounting, use of information technology, flow of orders, and methods of marketing. The student must spend 40 hours on-the-job for every credit hour earned.

ECONOMICS COURSE DESCRIPTIONS

ECON 205 Essentials of Economics3
This course is designed to introduce students to the basic principles and tools of microeconomic and macroeconomic analysis, emphasizing the importance of economic literacy in being a responsible citizen and addressing key social issues. Students will become familiar with basic characteristics of market economies, the interaction of supply and demand, the role of government in regulating the economy, the concept of elasticity, marginal analysis in production, an overview of

market cycles, unemployment, fiscal and monetary policy, the national debt, inflation, fractional-reserve banking, and the role of the Federal Reserve System.

ECON 220 Faith and Economic Justice 3

An examination of the economics of poverty and discrimination set within a holistic, biblical vision for empowering the poor. Alternative methods for measuring poverty, and a range of policy options for dealing with poverty and discrimination in both the U.S. and globally are covered.

ECON 305W Economic Policy Seminar 3

Building on the foundation of “Essentials of Economics,” this seminar invites students to explore contemporary issues in economics policy through readings, roundtable discussions, and seminar papers. The writing-intensive course begins with a review of economic analysis and then proceeds to selective forays into two contemporary issues in economic policy. Prerequisite: Minimum grade of C in ECON 205.

ECON 315W Economic Reasoning Seminar 3

A constructive response to the significant public policy issues of our time calls for both critical discernment and a working knowledge of economic theory. Christians who aspire to be social change agents must be prepared to engage policy makers and other relevant constituencies not only through the eyes of faith but also with a credible understanding of economic realities. The Economic Reasoning Seminar explores critical social and political issues within the conceptual and historical landscape of economic theory and practice. This writing intensive course concludes with a series of seminar discussions—organized around student papers with peer respondents—that highlight the importance of careful economic analysis for public policy reform and realizing the common good.

ECON 321 Financial Institutions and Markets 3

The theory and practice of commercial and central banking, with attention to the creation of money and other financial instruments, are studied. Problems encountered by both depository institutions and the economic system are analyzed. The course also explores the policies employed by commercial banks and central banks in dealing with these problems. Prerequisite: Minimum grade of C in ECON 205.

ECON 350 Economic Development of Third World Countries 3

Course includes theories of development and underdevelopment; problems of initiating and sustaining growth; relations between developed and underdeveloped regions; economic reform and change in the developing world; the costs and benefits of globalization. Special attention will be given to ways in which religious institutions contribute to development.

ECON 390 International Economics and Finance 3

Survey of the theory of international trade, exchange rate movements, and balance-of-payment adjustments. Course analyzes modern international economic problems including those created by the single European currency, International Monetary Fund, World Bank, and trade restrictions to force human rights. Prerequisite: Minimum grade of C in ECON 205.

ECON 480 Development Studies Seminar 3

Beginning with a historical overview of prominent theories and approaches to development, the course analyzes specific topic areas in development studies (e.g., gender and development, sustainable development, youth and development, conflict and development, human capital formation, microfinance and empowerment, food security, HIV/AIDS and development, social capital and development, the problem of corruption) through the use of readings and case studies. The course concludes with a consideration of “transformational development” as an intentional, holistic methodology for identifying and developing effective development strategies. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement. Prerequisites: ANTH 301, ECON 350, SOCI 409.

ECON 495 Internship 2-12

Supervised experience and training in a private firm, government agency or financial institution, designed to demonstrate the application of the principles learned in the classroom to actual situations.

ENTREPRENEURIAL STUDIES COURSE DESCRIPTIONS

ENTR 205 Essentials of Entrepreneurship 3

The course challenges students to recognize, develop, and act upon their potential for creativity, innovation, and entrepreneurship. By being introduced to systematic ways to more effectively find creative solutions to problems, students learn to innovate in their daily lives, and act in an entrepreneurial fashion. Entrepreneurship is approached as a mode of discerning and performing as well as outlook and an activity. Special attention is given to sustainable enterprises that serve society and business.

ENTR 305 Managing Entrepreneurial Enterprises 3

This course is offered for students who, in the near term, aspire to the management and full or partial ownership of a new venture. We will explore how managers work successfully with inadequate financial resources and strike a balance between promoting the going concern and these limited resources. Students will examine the unique managerial challenges of family owned businesses and investigate the progression of the enterprise from the first generation entrepreneurial phase to succeeding generations. Prerequisite: Minimum grade of C in ENTR 205.

ENTR 315 Marketing in Entrepreneurial Organizations 3

This course is an in-depth study of entrepreneurial marketing concepts and techniques. We will examine how start-ups and small to mid-sized organizations with distinct needs market within limited budgets. The course compares conventional marketing to “guerilla” marketing where hands-on, creative methods are key to survival. These unconventional marketing tactics also can serve to revitalize larger organizations. Classes focus on case discussions, guest speakers and a team project assignment. Prerequisite: Minimum grade of C in ENTR 205.

ENTR 320 Social Entrepreneurship.....3

This course provides students with an introduction to the theory and practice of social entrepreneurship. Social entrepreneurship can be defined as the establishment and management of successful social mission-driven ventures. While for-profit organizational entrepreneurship has been studied extensively, the study of entrepreneurship for social gain is in its infancy. This course is designed to provide future nonprofit, for-profit, and government managers and leaders with practical knowledge about how to identify potential opportunities; develop skills for developing social entrepreneurship ideas and examining ways of measuring the success of the activity. Prerequisite: Minimum grade of C in ENTR 205.

ENTR 360 Finance for Entrepreneurs3

This course describes how financial information is created and communicated, as well as how it is used for assessment, investigation, and appraisal. We will examine the foundational concepts of finance in a more application oriented approach, including financial statements, ratio analysis, dissimilarity between income and cash flow, budgeting, valuation, and acquisition of capital. You will be taught how financial data is used to make decisions and to appraise a firm's performance and how to communicate the data to stakeholders and to evaluate whether that data ethically portrays the organization's current situation. Prerequisites: ACCT 107, 108; BUSA 221; ENTR 205, and senior standing.

ENTR 410 Entrepreneurial Negotiation and Sales.....3

This three-credit course will prepare students to use selling skills, tell powerful stories, manage the entrepreneurial sales process, and use the key tools required for success in selling their ideas to potential investors, channel partners, suppliers, and potential customers. The biggest challenge to growing a successful entrepreneurial venture is selling and negotiating. Entrepreneurs must build a strong sales pipeline to ensure profitable growth as they tackle other pressing issues like staffing, infrastructure, and financing. Students will be given the opportunity to cultivate these skills experientially through simulations, role-playing, and case analysis. Prerequisite: Minimum grades of C in ENTR 205 and 315, and senior standing.

ENTR 415 Entrepreneurial Business Plan Development...3

This course covers various aspects of financing an entrepreneurial venture. Major topics include attracting seed and growth capital from sources such as venture capitalists and the tasks, decisions, and knowledge that are required to turn an idea into a sound business opportunity. The course is organized around a project comprised of two phases: identifying a business opportunity; then evaluation and development of a detailed business plan for pursuing the opportunity. Among the issues discussed are valuing a company, going public, selling out, acquisitions, bankruptcy, different legal forms of organization, partnerships, and taxes. Prerequisites: Minimum grade of C in ENTR 205, 360 and senior standing.

ENTR 495 Internship.....3

The internship provides an opportunity for students to apply entrepreneurship principles learned in the classroom to real-world consulting projects. This off-campus work experience may be full-time or part-time. Each credit hour of internship requires 40 hours of work

experience. The student must provide his/her own transportation and file reports as defined in the syllabus. Prerequisite: Junior or senior standing and major in Entrepreneurial Studies.

FINANCE COURSE DESCRIPTIONS

FINA 360 Business Finance3

An introduction to the financial problems of business organizations, the finance function and its relationship to other decision-making areas in the firm, and concepts and techniques for planning and managing the acquisition and allocation of financial resources from the standpoint of internal management. Prerequisites: Minimum grades of C in BUSA 221, ACCT 108.

FINA 424 Strategic Finance3

Nature, objectives, and procedures of cost accounting as applied to the control and management of business, including job order costs, process costs, and joint and by-product costing. Prerequisite: Minimum grade of C in ACCT 108.

FINA 460 Business Analysis and Valuation3

Basic principles of strategy analysis, accounting analysis, forecasting, prospective analysis, equity security analysis, credit analysis, and distress prediction are explored. The structure and operations of the stock exchanges as well as the function of securities dealers and brokers are presented with a detailed examination of the various types of equity shares and bonds. Mergers and acquisitions, corporate financing policies, and management communications will also be explored. Prerequisite: Minimum grade of C in FINA 360.

CHEMISTRY

The majors offered by the Department of Chemistry prepare students to enter the chemical industry or graduate school and provide an excellent foundation for professional studies in medicine, law, and other areas. Students interested in chemistry/secondary education are encouraged to consider the five-year combined B.S./M.Ed. program.

Majors:

- **B.S. in Biochemistry**—modern studies at the interface of chemistry and biology.
- **B.S. in Chemistry**—classic and innovative development of theory and laboratory skills.
- **B.A. in Chemistry-Business**—practical training in business skills and technical knowledge.

Through rigorous studies of chemical principles, hands-on laboratory analysis and original research, we cultivate students for advancement in their fields by equipping them with tools to be careful thinkers, creative problem solvers, clear communicators, and skilled experimentalists. We examine the handiwork of God -- the display of His glory evident in the molecular complexity of the natural world -- so students called to science can lead meaningful lives of service as effective stewards and agents of God's redemptive purposes.

THE MAJOR FOR THE B.S. IN BIOCHEMISTRY:

CHEM 121, 122	General Chemistry I, II	3, 3
CHEM 123, 124W	General Chemistry Lab I, II	1, 1
CHEM 211, 212	Organic Chemistry I, II	3, 3
CHEM 213, 214	Organic Chemistry Lab I, II	1, 1
CHEM 320, 322	Biochemistry I and Lab	3, 1
CHEM 321	Biochemistry II	3
CHEM 390	Thermodynamics and Kinetics	4
CHEM 420	Chemical Research <i>or</i>	
CHEM 495	Internship	5
CHEM 425	Project Presentation	1
CHEM 450	Chemistry Seminar	1

BIOLOGY:

BIOL 152	General Biology II	4
BIOL 311	Cell Biology	4
BIOL 344, 345	Molecular Biology and Lab	3, 1
<i>Subtotal Credit Hours:</i>		<u>46</u>

Choose ONE of the following:

BIOL 310	Animal Physiology	
BIOL 312	Genetics	
CHEM 330	Special Topics	
CHEM 341	Structural Basis of Human Disease	
CHEM 360	Advanced Organic Chemistry	
CHEM 405	Instrumental Analysis	
Subtotal Credit Hours:		<u>3-4</u>

Other Required Courses:

PHYS 101, 102	Physics I, II	4, 4
MATH 160	Calculus I	3
<i>Subtotal Credit Hours:</i>		<u>11</u>
<i>Total Credit Hours:</i>		<u>60-61</u>

Recommended for Graduate School preparation: MATH 161, MATH 220 and PHIL 321.

Recommended schedule:

First Year: CHEM 121, 122, 123, 124; BIOL 152; MATH 160

Sophomore Year: CHEM 211, 212, 213, 214; PHYS 101, 102 or BIOL 311, 344

THE MAJOR FOR THE B.S. IN CHEMISTRY:

CHEM 121, 122	General Chemistry I, II	3, 3
CHEM 123, 124W	General Chemistry Lab I, II	1, 1
CHEM 211, 212	Organic Chemistry I, II	3, 3
CHEM 213, 214	Organic Chemistry Lab I, II	1, 1
CHEM 231	Quantitative Analysis	4
CHEM 390	Thermodynamics and Kinetics	4
CHEM 405	Instrumental Analysis	4
CHEM 411	Quantum Chemistry	4
CHEM 420	Chemical Research <i>or</i>	
CHEM 495	Internship	5
CHEM 425	Project Presentation	1
CHEM 450	Chemistry Seminar	1

Choose TWO of the following:

CHEM 320, 322	Biochemistry I and Lab	3, 1
CHEM 321	Biochemistry II	3
CHEM 332	Environmental Chemistry	4
CHEM 330	Special Topics	3
CHEM 341	Structural Basis of Human Disease	3
CHEM 350	Advanced Inorganic Chemistry	3
CHEM 360	Advanced Organic Chemistry	3
CHEM 408	Industrial Chemistry	3
CHEM 420	Chemical Research (additional)	3

Subtotal Credit Hours: 45-47

Other Required Courses:

MATH 160, 161	Calculus I, II	3, 3
PHYS 101, 102	Introduction to Physics I, II	4, 4

Subtotal Credit Hours: 14

Total Credit Hours: 59-61

Recommended for Graduate School preparation: CHEM 360, MATH 214, MATH 300, PHIL 321.

Recommended for work in industry: CHEM 360, CHEM 304, BUSA 206.
Recommended for Pre-Med: BIOL 152, BIOL 311, PHIL 210



Required for Secondary Certification (may be used as electives above):

CHEM 115	Hands-On Chemistry for Children	3
CHEM 304	Chemistry Laboratory Management	1
CHEM 320, 322	Biochemistry I and Lab	3, 1

Recommended Schedule:

First Year: CHEM 121, 122, 123, 124; MATH 160 and Core requirements

Sophomore Year: CHEM 211, 212, 213, 214; PHYS 101, 102; MATH 161

Junior Year: CHEM 231, 312, or 411 and elective

THE MAJOR FOR THE B.A. IN CHEMISTRY-BUSINESS:

CHEM 121, 122	General Chemistry I, II	3, 3
CHEM 123, 124W	General Chemistry Lab I, II	1, 1
CHEM 211, 212	Organic Chemistry I, II	3, 3
CHEM 213, 214	Organic Chemistry Lab I, II	1, 1
CHEM 231	Quantitative Analysis or	
CHEM 320, 322	Biochemistry I and Lab	3, 1
CHEM 405	Instrumental Analysis	4
CHEM 408	Industrial Chemistry	3
CHEM 450	Chemistry Seminar	1
	<i>Subtotal credit hours</i>	28

BUSINESS:

ACCT 107, 108	Principles of Accounting	3, 3
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 221	Business Statistics	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
FINA 360	Business Finance	3
	<i>Subtotal credit hours</i>	30

BUSA 495	Internship or	3-4
CHEM 495/425	Internship (3) and Project Presentation (1) or	3-4
CHEM 420/425	Chemical Research (3) and Project Presentation (1)	3-4
	<i>Total credit hours</i>	61-62

Recommended Schedule:

Chemistry sequence can be started in first or second year with CHEM 121/123. Business sequence begins with ACCT 107.

THE MINORS IN CHEMISTRY BIOCHEMISTRY MINOR

CHEM 122/124W, 211/213, 212/214, 320/322, 321 for a total of 19 credits.

CHEMISTRY MINOR

CHEM 121/123, 122/124W, 211/213, 212/214, and choose one from 231, 332, 360, 390, 405, 408, 411, or 420 for a total of 18-19 credits.

FORENSIC CHEMISTRY MINOR

CHEM 105, 121/123, 122/124W, 211/213, BIOL 316 for 18 credits.

COURSE DESCRIPTIONS

CHEM 095 Preparation for Chemistry 2

This fully online course explores the fundamental skills necessary for success in a college chemistry course. For students preparing to enroll in CHEM 121: General Chemistry I in the Fall semester or CHEM 118: Chemistry for Healthcare in the Spring. Helpful for the pre-med student. Topics include the periodic table and chemical symbols, compound formulas and naming, measurement, unit conversions, physical and chemical changes, solutions, calculations, and symbols. The course will also address appropriate study skills and pacing. Offered in Summer II Session.

CHEM 105 Introduction to Forensic Chemistry 3

This course is intended for criminal justice, education, and other students interested in forensic science, and is part of the forensic chemistry minor. Primary methods of chemical analysis are discussed, including refractive index and density determinations; UV/VIS, IR and mass spectroscopy of organic compounds; chromatographic techniques; inorganic methods of analysis; microscopy; immunoassay; blood typing; and DNA analysis. Emphasis will be on application of these techniques to forensic evidence, including glass, soil, drugs, arson, metals, textile fibers, hair, paint, blood, and DNA analysis. Case studies will be used to illustrate the scientific foundation for the examination of physical, chemical, and biological evidence. Three hours of lecture per week. There are no prerequisites and this course does not count toward general education requirements. Offered every other fall.

CHEM 111 Applied Chemistry: Air, Water and Energy 3

This is a one-semester introductory chemistry course for the liberal arts student, allied health, biological studies, environmental science or elementary education major. Major concepts of modern chemistry are investigated in the context of their relevance to current environmental issues, including air pollution, ozone depletion, global warming, society's energy sources, water pollution, and acid rain. Chemical topics include properties and states of matter, atomic structure and bonding, stoichiometry, spectroscopy, thermodynamics, nuclear reactions, electrochemistry, solutions, and acids and bases. CHEM 113 recommended concurrently. Can be used as preparation for CHEM 121.

CHEM 113 Applied Chemistry Laboratory..... 1

Experiments illustrating principles and applications introduced in CHEM 111. CHEM 111 must be taken concurrently with CHEM 113. Two and one-half hours laboratory.

CHEM 115 Hands-On Chemistry for Children..... 3

A skills course designed for the education major or youth worker to develop and lead hands-on chemistry activities at the elementary school level. Understanding and communicating basic and practical chemical ideas within a constructivist approach is stressed. Students perform field work in under-served urban communities. Offered fall in alternate years.

- CHEM 118 Chemistry for Healthcare**.....4
This is a one-semester course in foundational chemistry designed for nursing students. Major concepts of chemistry are investigated in the context of their medical relevance. Topics such as measurement, unit conversions, nuclear changes, periodic trends, bonding, reactions, energy, solutions, and acids/bases will help develop the language of chemistry and the nature of interactions between atoms. The course culminates in a study of carbon-based compounds, including hydrocarbons, isomers, functional groups, and protein structure. Laboratory work includes a set of experiments and study modules to enhance and expand on class discussions. Three hours lecture, two and one-half hours laboratory per week. Prerequisite: Minimum grade of C in college-level math course or permission from instructor. Offered in spring. For nursing students only.
- CHEM 121 General Chemistry I**.....3
Intensive introduction to the composition and properties of matter, models for atomic structure and bonding, periodicity of elements, stoichiometry, states of matter, solutions, and organic chemistry. Prerequisites: A high school background in chemistry with a grade of B- or better or minimum grade of C in CHEM 111. Recommended Math SAT of 500 or above. Three hours lecture. CHEM 123 must be taken concurrently. For science majors. Offered in fall. Fulfills lab science requirement for science and math majors.
- CHEM 122 General Chemistry II**.....3
This second-semester course builds on skills developed in CHEM 121. By inquiring about particle action and interaction, theoretical models are developed and chemical behavior is described within the context of gas laws, thermochemistry, kinetics, equilibrium, acid-base theory, complex ions, entropy and free energy, electrochemistry, and nuclear reactions. Prerequisite: Minimum grade of C in CHEM 121. Three hours lecture. CHEM 124 to be taken concurrently. For science majors. Offered in spring.
- CHEM 123 General Chemistry Laboratory I**.....1
Experiments are performed to introduce or illustrate concepts studied in CHEM 121. Foundational laboratory skills are introduced and reinforced throughout the semester. Emphasis is given to careful measurement and recording of data in a laboratory notebook. Students also prepare for lab sessions by determining the purpose and questions each lab exercise addresses. Includes use of molecular modeling software and guided inquiry projects. CHEM 121 must be taken concurrently. Three hours laboratory. Fulfills lab science requirement for science and math majors.
- CHEM 124W General Chemistry Laboratory II**.....1
Experiments are designed to integrate with and enhance the theory discussed in CHEM 122. Laboratory skills in pipetting, titration, dilution, measurement, and visible spectroscopy are further developed. Includes an introduction to calorimetry, pH, qualitative analysis, computer-interfaced data collection, and the use of AAS. This course is designated as a writing intensive course for science majors and includes a scientific writing workshop with emphasis on analyzing results, drawing conclusions, and communicating observations through formal discussion writing. A peer review process is used throughout the semester to further refine writing skills. Minimum grade of C in CHEM 123 is prerequisite. CHEM 122 must be taken concurrently. Three hours laboratory.
- CHEM 211 Organic Chemistry I**.....3
This course introduces the student to the terminology, symbolism, and logic that are needed to understand and solve organic chemistry problems involving nomenclature, functional group reactions, synthesis, mechanisms, and nuclear magnetic resonance. This includes the introduction to 3-D structure, a survey of functional groups, alkanes, alkenes, alkynes, alkyl halides, stereochemistry, and introductory problems in synthesis, reaction mechanisms, and NMR. Three hours lecture. Prerequisite: Minimum grade of C in CHEM 122. CHEM 213 must be taken concurrently. Offered in fall.
- CHEM 212 Organic Chemistry II**.....3
This course reinforces concepts from CHEM 211 and equips the student with the ability to solve organic chemistry problems involving nomenclature, functional group reactions, stereoselective synthesis, mechanisms, and structure proofs through the interpretation of mass, infrared, ultraviolet, and nuclear magnetic resonance spectra. This includes an introduction to the chemistry of the following functional groups: aromatic rings, alcohols, thiols, ethers, epoxides, sulfides, amines, and common carbonyl compounds. Three hours lecture. Prerequisite: Minimum grade of C in CHEM 211. CHEM 214 must be taken concurrently. Offered in spring.
- CHEM 213 Organic Chemistry Laboratory I: Techniques**...1
This laboratory course introduces basic organic chemistry lab techniques such as recrystallization, extraction, chromatography (thin layer, column, & gas), distillation, and filtration in the context of synthesizing organic compounds and isolating natural products. NMR spectroscopy is introduced, and students learn to operate a 300 MHz FT-NMR spectrometer and interpret spectra. Three and one-half hours laboratory. CHEM 211 must be taken concurrently.
- CHEM 214 Organic Chemistry Laboratory II: Reactions and Multi-Step Synthesis**.....1
As a continuation of CHEM 213, this laboratory course equips the student with synthetic experience at an intermediate level while incorporating topics from the lecture course (CHEM 212) such as stereochemistry, stereoselectivity, functional group transformations, protecting groups, proton FT-NMR, GC and FT-IR spectroscopy, and multi-step synthesis. Three and one-half hours laboratory. Prerequisite: Minimum grade of C in CHEM 213. CHEM 212 must be taken concurrently.
- CHEM 231 Quantitative Analysis**.....4
A study of the theory and practice of commonly used classical analytical techniques. Lecture material includes: statistics and evaluation of analytical data; theory of simple and complex equilibria; theory of acid-base, precipitation, redox, and complexation reactions; titrations; analytical electrochemistry; spectrophotometry; and the use of separation techniques in analysis. Laboratory experiments provide an opportunity to apply theory to real-world chemical problems. Includes formal scientific writing. Three hours lecture, three hours laboratory. Prerequisites: Minimum grades of C in CHEM 122, 124W. Offered fall in alternate years.



- CHEM 304 Chemistry Laboratory Management** 1
Course for secondary education majors desiring certification in chemistry and also useful for students preparing for work in industry. Under faculty supervision students will design, instruct, and grade a chemistry laboratory section. Responsibilities will also include stock room management, inventory, waste disposal, safety training and ordering of supplies. May be combined with work-study scholarship. Six hours per week. Prerequisites: Junior class standing and permission of department.
- CHEM 320 Biochemistry I** 3
This course surveys the structure and basic biochemical properties of proteins, carbohydrates, and lipids within the context of living systems. Specific themes include the architecture and basic function of proteins, the catalytic strategies and regulation of enzymes, and a survey of the diverse structures and biochemical functions of carbohydrates and lipids. Three hours lecture. Prerequisite: Minimum grade of C in CHEM 212. BIOL 152 is recommended. CHEM 322 must be taken concurrently. Offered in fall.
- CHEM 321 Biochemistry II** 3
Building upon the foundation laid in CHEM 320, this course surveys the major biochemical pathways through which cells harvest and store chemical energy from the environment and then utilize that energy to drive the synthesis of macromolecules needed to sustain life. Specific emphases include the metabolism of carbohydrates and fatty acids, oxidative phosphorylation and photosynthesis. Three hours lecture. Prerequisite: Minimum grade of C in CHEM 320. Offered in spring.
- CHEM 322 Biochemistry Laboratory** 1
This laboratory course provides hands-on experience with common experimental techniques used in biochemical research. These techniques include expression and purification of recombinant protein from *E. coli*, affinity chromatography, size exclusion chromatography, protein gel electrophoresis, western blotting, ELISA, characterization of enzyme function by spectrophotometric assay, and an introduction to protein bioinformatics and protein structure visualization software. Includes formal scientific writing. Three and one-half hours laboratory. CHEM 320 must be taken concurrently.
- CHEM 332 Environmental Chemistry** 4
Au Sable Institute. (See Off-Campus Programs)
- CHEM 341 Structural Basis of Human Disease** 3
This course introduces techniques used to analyze protein structures at the atomic level and describes various research strategies to investigate the underlying molecular causes of disease. The course then surveys a variety of clinically significant human diseases for which the underlying cause is at least partially understood from the perspective of protein structure. The course also presents an overview of strategies used in the pharmaceutical industry to develop effective therapies based on protein structure. Three hours lecture. Prerequisites: Minimum grade of C in CHEM 320, BIOL 311, and PHYS 102, or permission of the instructor. Offered spring in alternate years.
- CHEM 350 Advanced Inorganic Chemistry** 3
This course examines the foundational concepts and theories of inorganic chemistry and their applications. Major topics include coordination chemistry, symmetry and group theory, solid-state

structures and energetics, and descriptive chemistry of the representative elements. Periodic properties are discussed systematically and bioinorganic applications are introduced. Prerequisite: Minimum grade of C in CHEM 212 or permission of department.

- CHEM 360 Advanced Organic Chemistry** 3
This course is designed to expand the understanding of the principles of organic chemistry, with an emphasis on modern physical organic chemistry, building on the fundamental concepts developed in CHEM 211 and CHEM 212. The topics include qualitative molecular orbital theory, structure of stable organic molecules and reactive intermediates, thermodynamic analysis of acids and bases, modern concepts of stereochemistry, energy surfaces and kinetic analysis, strategies of catalysis, and a brief introduction to organometallic chemistry. The course will be completed with the discussion of organic reaction mechanisms. Prerequisite or corequisite: Minimum grade of C in CHEM 212. Offered spring in alternate years.
- CHEM 390 Thermodynamics and Kinetics** 4
The laws of thermodynamics are described and then applied to the gas phase, changes of state, chemical equilibria, and electrochemistry. Chemical kinetics and reaction dynamics are examined. Course is divided into two-thirds thermodynamics and one-third kinetics. Laboratory projects emphasize collaborative work and extensive peer review of written reports. Prerequisites: Minimum grades of C in CHEM 122, PHYS 101, MATH 212. Three hours lecture, four hours laboratory. Offered in spring in alternate years.
- CHEM 405 Instrumental Analysis** 4
Lecture meetings include discussion of the theory, design and function of common analytical instrumentation in modern industrial and research laboratories. Lab work provides hands-on experience in sample preparation and operation of instruments, including UV/VIS, FT-IR, AAS, FT-NMR, DSC, GC-FID, GC-MS and HPLC. Computerized data acquisition and manipulation is through the use of interfaced data stations. Includes formal lab report writing. Three hours lecture, four hours laboratory. Prerequisites: Minimum grade of C in CHEM 212, 214. Offered in spring in alternate years.
- CHEM 408 Industrial Chemistry** 3
The content of this seminar-style course provides an overview of the chemical and business aspects of the chemical industry. Topics include the history of the chemical industry; sources of chemical feedstocks; the role of R & D and chemical engineering; patents and trade secrets; scale up and production; environmental and safety regulations; economic factors; marketing and sales; global trends. Both bulk and specialty chemicals will be considered. Current events and case studies will be emphasized and a plant tour may also be part of the course. Three hours lecture. Prerequisites: Minimum grade of C in CHEM 212/214. Open to science majors, and completes a minor in chemistry. Offered in alternate years.
- CHEM 411 Quantum Chemistry** 4
Introductory quantum mechanics and its application to atoms, bonding, and fundamental theory of spectroscopy. Statistical thermodynamics is introduced as the link between quantum theory and thermodynamics. Laboratory includes molecular modeling research

projects and symbolic math programming. Prerequisites: Minimum grades of C in CHEM 122; PHYS 102; MATH 213. Three hours lecture; three hours laboratory. Offered every other fall.

CHEM 420 Chemical Research1-15

The student will perform an original chemical or biochemical research project, designed and supervised by a research advisor. The student will conduct a comprehensive literature search, perform the original laboratory and/or computational work, manage the overall project, and keep a laboratory notebook. A minimum time commitment of three laboratory hours per week is expected for each credit hour. Graded P/F. The research may be performed at Eastern University or at an approved research program off campus. There is no tuition charge either for overload credit or for summer work. May be taken more than once. Prerequisite: Permission of the department. CHEM 425 is designed to follow CHEM 420.

CHEM 425 Project Presentation 1

Results of an original research or internship project completed in CHEM 420 or 495 are presented by the student in the form of a seminar and a journal-formatted paper. The course is designed to improve the student's ability to communicate scientific results orally and in writing. There is no tuition charge either for overload credit or for summer work. Prerequisite: CHEM 420 or 495.

CHEM 450 Chemistry Seminar 1

This one-credit seminar course is designed to contribute to the culminating student experience for majors in the Department of Chemistry by addressing issues and advancing dialogue at the interface of science and the Christian faith. Students will study the nature of science in terms of its epistemology and certain facets of its historical roots to make comparisons to a Christian worldview. By applying these ideas, issues in origins, bioethics, and environmental stewardship will be critiqued. Prerequisite: Junior or senior status with 19 credits of Chemistry courses completed or permission from the department.

CHEM 495 Internship2-12

Students may do approved chemical laboratory work in a local company. Work will be evaluated by the company supervisor and graded on a P/F basis. A literature research paper dealing with a process, procedure or topic during the cooperative experience is to be completed. With the supervisor's approval, the paper is to be presented in CHEM 425 following the completion of CHEM 495. Hours credit will be determined by the department. May be taken more than once. Prerequisites: Junior or senior status and permission of the department.

COMMUNICATION STUDIES

The mission of the Communication Studies Department is to encourage and equip students to become competent, creative, and ethical communicators who integrate Eastern University's commitment to faith, reason, and justice into each communication act. We critically explore the communication patterns and technologies through which meaning is co-created. Each Communication Studies student completes a core of 29 hours that focuses on the history, theory, scholarship, and professional practices of the communication discipline. In addition, each student selects one of three concentrations: Interpersonal Communication, Digital/Emerging Media, or Strategic Communication.

THE MAJOR FOR THE B.A. IN COMMUNICATION STUDIES CORE MAJOR COURSES (REQUIRED OF ALL CONCENTRATIONS)

COMM 104	Introduction to Human Communication	3
COMM 105	Introduction to Mass Media	3
COMM 120	Public Speaking	3
COMM 240	Rhetoric and Persuasion	3
COMM 260	Intercultural Communication	3
COMM 280	Introduction to Communication Theory	3
COMM 285	Introduction to Research Methods	3
COMM 480W	Senior Seminar I: Thesis Proposal	3
COMM 490	Senior Seminar II: Thesis Research	3
COMM 495	Internship	2

Subtotal Credit Hours: 29

INTERPERSONAL COMMUNICATION CONCENTRATION

COMM 201	Interpersonal Communication	3
COMM 203	Group Communication and Leadership	3
COMM 303	Organizational Communication	3
COMM 340	Conflict Management	3

Choose two (2) Communication Studies electives.....6

(COMM 331 Social Media in Organizations recommended)

Subtotal Credit Hours: 18

Total Credit Hours: 47

DIGITAL/EMERGING MEDIA CONCENTRATION

COMM 215	Writing for Media	3
COMM 220	Art of Film	
	or	
COMM 300	Rhetoric of Popular Culture	3
COMM 320	Media and Culture	3
COMM 351	Digital Storytelling	3
COMM 361	Digital Media Production	3

Plus two (2) Communication Studies electives.....6

Subtotal Credit Hours: 21

Total Credit Hours: 50

STRATEGIC COMMUNICATION CONCENTRATION

COMM 215	Writing for Media	3
COMM 221	Public Relations	3
COMM 303	Organizational Communication	3
COMM 331	Social Media in Organizations	

or
COMM 351 **Digital Storytelling**.....3

Plus two (2) Communication Studies electives.....6

(COMM 321 Advanced Public Relations or COMM 325

Advertising Communication recommended)

Subtotal Credit Hours: 18

Total Credit Hours: 47

THE MINOR IN COMMUNICATION STUDIES

Eighteen hours in Communication Studies including COMM 104, 105, 280 with up to 6 hours in advanced English writing or literature courses being acceptable.

COMM 104 Introduction to Human Communication (Relational).....3

This course introduces the nature of human communication as elucidated by the social sciences as well as philosophy and theology. We explore the role communication plays in the construction and management of meanings, identities, values, cultures, and relationships in various contexts. The goal is to understand both how communication operates and how it can optimally foster the good of individuals, relationships, and society.

COMM 105 Introduction to Mass Media3

Introduces students to the study of contemporary forms of mass mediated communication. The course surveys the main topics in the field of media studies and introduces students to a variety of analytical perspectives. Issues include the economic, political, and social contexts of media production; the roles that media products and industries play in the lives of individuals and societies; and the global significance of new media technologies.

COMM 108 Media as a Profession3

This course introduces students to the structure, functions, routines, conventions, and challenges that form the complex professional landscape of the mass media industries.

COMM 120 Public Speaking.....3

This course introduces students to the theory and practice of public speaking. Students are encouraged to think critically about situation and audience analysis, methods of speech organization, the uses of different types of supporting material, and the effective use of visual aids. Students will learn how to write and deliver effective, informative, persuasive, and ceremonial speeches.

COMM 201 Interpersonal Communication.....3

This course presents the theories, skills, and competencies required to establish and support healthy, ongoing interpersonal relationships. Recommended prerequisite: COMM 104.

COMM 203 Group Communication and Leadership3

The focus of this course is on the theories and skills related to the initiation, development, and effective conduct of task-focused small groups. The theory and skills of leadership appropriate to small task groups are also emphasized.

COMM 215 Writing for Media.....3

This course is an introduction to writing for various forms of media – print and online, radio and television, public relations and advertising – focusing not only on the written word but also on the use of sound (music, video clips, sound bites, interview snippets) and vivid images to enhance a multimedia story. We will concentrate on appropriate writing style, basic writing formats, and writing terminology for print, online, and broadcast media, as well as on creative development of feature stories and broadcast programming. This class also considers the importance of critical thinking about the audience. Recommended prerequisite: COMM 105.

COMM 220 The Art of Film.....3

An academic film appreciation course intended to enhance students' understanding, appreciation, and enjoyment of movies. It aims to familiarize students with the history of an art form, as well as with the complex combination of techniques and technologies that make the art form powerful. As a secondary critical approach, students will consider the economic and sociological aspects of film, including what it means to say that a movie is a "cultural artifact" and what position film occupies in contemporary popular culture. Recommended prerequisite: COMM 105.

COMM 221 Public Relations.....3

An introduction to the theory and practices of public relations and its role in influencing attitudes and actions of both internal and external publics in businesses or other complex social organizations. The course includes analysis of the policies and actions of organizations with respect to public attitudes and the development of communication programs intended to affect public attitudes. Prerequisite: COMM 215 or permission of instructor.

COMM 240 Rhetoric and Persuasion3

Since the time of the ancient Greeks, persuasion has been studied and practiced in light of the art of rhetoric. In modern times, social scientists have examined the psychology of influence. This course introduces ancient and contemporary theories and strategies of persuasion found in a wide variety of public discourse. The objective is to increase skill in critically analyzing and evaluating persuasive messages.

COMM 260 Intercultural Communication.....3

This course explores theories of communication and culture and examines how culture is evident in language, behaviors, and worldviews. Students learn to examine and describe their own cultural heritage and develop the communication skills required for effective communication within multicultural contexts. Recommended prerequisite: COMM 104.

COMM 280 Introduction to Communication Theory.....3

An introductory survey of the history, utilization, and value of various theories that inform explanations of the nature and dynamics of communication across contexts. The nature of theory, its role in shaping scholarship within a discipline, and the results of research that follow from such theories are the focus of the course. Prerequisites: COMM 104, COMM 105.

COMM 285 Introduction to Research Methods3

A survey of the research methods employed in the study of communication and its effects. Emphasis is on the assumptions on which various methodological approaches rest, the appropriateness of various methods in the study of communication behavior and effects, the nature of data and data analysis, and the design of appropriate studies. Students will learn to read published research and design studies appropriate to particular research questions common in the study of communication. Prerequisite: COMM 104; COMM 280 is strongly recommended.

COMM 300 Rhetoric of Popular Culture.....3

In this course, students learn how to recognize and analyze the rhetorical dimensions of various forms of popular culture, from advertising messages to prominent speeches, and from public monuments to diverse forms of entertainment. Applying an array of critical tools,

students uncover and evaluate the ways in which popular culture shapes worldviews, ideologies, and actions in society. Recommended prerequisite: COM 240. Sophomore or higher standing required.

COMM 303 Organizational Communication.....3

Complex organizations are created and sustained through communication. This course analyzes the communication that occurs within such organizations and considers how this communication both influences and is influenced by organizational structures and practices.

COMM 304 Family Communication.....3

This course is designed to explore communication phenomena within the family setting. The goal is to help students understand how, through communication, we develop, maintain, enhance or disturb, family relationships. Recommended prerequisite: COMM 201.

COMM 320 Media and Culture.....3

This course explores the connections between media and culture on two levels: media ecology and cultural studies. The first part concerns how the emergence of each new form of media -- literacy, typology, electronic media, and now digital media -- has revolutionized cultural consciousness and social relations. The second part addresses how media content reinforces or challenges power relations among particular sociocultural groups and identities. Prerequisite: COMM 105

COMM 321 Advanced Public Relations.....3

This course is designed for advanced public relations students who know the basics and are poised to think analytically, strategically, and practically about implementing public relations practices, techniques, and campaigns. Using case studies and analyzing current events, students will not only be exposed to real-time PR in motion, but will also be able to identify the specific audiences public relations seeks to reach, characteristics of each audience, the tactics that are best suited to reach that audience, and how various media -- including social media -- play integral roles in a comprehensive campaign. Prerequisite: COMM 221.

COMM 325 Advertising Communication.....3

The course focuses on the economic and social effects of advertising, the organization and practices of the advertising industry, the nature of advertising campaigns, and the creation of message product. Course also focuses on analysis of the implications, effectiveness, and ethics of advertising content and campaigns. Recommended prerequisite: COMM 215 and COMM 240.

COMM 331 Social Media in Organizations.....3

This course explores relationships between social media use and organizational communication in four main areas: 1) How organizations use social media to communicate with external stakeholders, 2) How organizations use social media to facilitate internal communications processes, 3) Challenges organizations face in using social media tools to accomplish their goals, and 4) How social media may shift traditional conceptions of organizations and organizing. Readings and discussions examine issues of privacy, power, knowledge management, and innovation in organizations' social media practices. Through course assignments, students engage with the latest social media

tools and explore their use in developing social media campaigns. Recommended prerequisite: COMM 104 and COMM 105. Sophomore or higher standing required.

COMM 340 Conflict Management.....3

This course presents the theory and practice of conflict management and the mediation processes utilized to address conflict in interpersonal, family, group, organizational, and other contexts where conflict occurs. Recommended for juniors and seniors.

COMM 351 Digital Storytelling.....3

Narratives are fundamental to human culture and experience. We tell stories to impart knowledge, entertain, sell products or services, convey important values, transform society, etc. Digital storytelling is the practice of using computer-based tools to tell stories through some combination of images, text, audio narration, video, sound effects and/or music. The course introduces you to fundamentals of effective digital storytelling. Through practice-based assignments, students apply this knowledge to construct digital stories that strategically connect with target audiences. Recommended prerequisite: COMM 105, COMM 215.

COMM 361 Digital Media Production.....3

This course introduces students to the basic principles of photography, design, and film/video production techniques. This will include: principles of design, basics of cameras, lenses, exposure, microphones, location sound, editing, and other post-production techniques. Students learn proper care and maintenance of equipment, use of editing and sound programs, and current digital production techniques. Prerequisite: COMM 351.

COMM 370 Political Communication.....3

An analysis of the types and distribution of discourse related to political campaigns and advocacy on public issues. This course analyzes the role of media in the presentation and interpretation of political discourse and the shaping of public opinion and acceptance that may result. Prerequisite: Junior standing or permission of instructor.

COMM 371 Global Media.....3

This course introduces the basic structures and practices of media around the world. By learning major globalization and global media theories, students better understand how media in various countries, regions, and cultures differ, overlap, and mutually influence one another. The keystone experience of this class is a week-long trip abroad during the mid-semester break to visit European media organizations. Prerequisite: COMM 105.

COMM 406 Communication and Sport.....3

Sports communication takes students beyond team scores and statistics. It requires that students read and analyze sports in new ways, critically examining the role of sports in society, and consider such areas as gender, race, and public policy in the context of sports. The course combines ethical and theoretical depth with practical writing and public presentation skills. In addition, this course is intended to provide students with comprehensive coverage on how to develop a strategic and holistic communications plan for a sport organization that drives brand communication across multiple platforms. Prerequisite: COMM 105 and junior or senior status (or permission of instructor).

- COMM 425 Training and Development**.....3
A seminar course in improving organizational communication through training and human resource development. Students will read widely in the scholarship of training and human resource development and will create and deliver an original training session. Prerequisite: COMM 303 or permission of instructor.
- COMM 435 Health Communication**.....3
This course connects students to the health communication field's fundamental principles. These include an overview of health communication practices, its societal impact, and the tools one can use to reach a diverse audience. Prerequisite: Junior or senior status and at least one of the following: COMM 201, 240, 260.
- COMM 480W Senior Seminar I: Thesis Proposal**.....3
The purpose of the culminating senior experience in Communication Studies is to engage in primary research on a self-selected communication topic, in conversation with published scholarship. In Seminar I, we will focus on: developing a topic area and research questions; reviewing relevant literature; and proposing data collection procedures. Writing intensive course. Prerequisite: COMM 280, COMM 285.
- COMM 490 Senior Seminar II: Thesis Research**.....3
In this capstone course, students will analyze primary data collected as a result of the work done in COMM 480W, draw conclusions, and provide a discussion related to research questions. Each student will present her/his research in a formal, public colloquium. Prerequisite: COMM 480W. Fulfills culminating senior experience.
- COMM 495 Internship**.....2-12
A supervised internship in an off-campus organization that is communication oriented, e.g., advertising or public relations firm, corporate training, consulting, motion picture company, radio station. The student must provide his or her own transportation, consult with his or her off-campus supervisor, and file reports on the experience with his or her on-campus advisor. May be taken more than once, provided that the total hours do not exceed twelve. Does not count toward the minor in communication. Recommended prerequisites: COMM 104 and COMM 105. Sophomore or higher standing required.

CRIMINAL JUSTICE

See *Social Transformation Programs*

DANCE

THE MINOR IN DANCE

Dance Technique Courses: Audition/Leveling Class required.

DANC 122	Global Dance Forms	2
DANC 231	Intermediate Modern Dance: Theory and Technique <i>or</i>	
DANC 331	Advanced Modern Dance: Theory and Technique	2
DANC 232	Intermediate Jazz Dance: Theory and Technique <i>or</i>	
DANC 332	Advanced Jazz Dance: Theory and Technique	2
DANC 234	Intermediate Ballet Dance: Theory and Technique <i>or</i>	
DANC 334	Advanced Ballet Dance: Theory and Technique	2

DANCE THEORY COURSES:

DANC 260W	Modern Dance History <i>or</i>	
DANC 375	World Dance	3
DANC 233W	Liturgical Dance History and Practice	3
DANC 386	Dance Composition	3

DANCE EDUCATION COURSES:

DANC 103	Movement and Rhythms for Children <i>or</i>	
FAPA 300W	Arts Integration in the Classroom	2-3
DANC 345	Methods and Techniques of Dance Instruction	3

DANCE PERFORMANCE COURSE:

DANC 340	Dance Repertory	2
<i>Total Credit Hours:</i>		24-25

DANCE COURSE DESCRIPTIONS

- DANC 100 Introduction to Dance Studies**.....3
The course is designed to introduce dance minors and those interested in the art form to the study of dance within the university setting. The course explores the dance elements of body, space, time, and force/energy as they connect to technical proficiency, improvisation, creativity, and expression. Attention is given to cardio-respiratory fitness, muscular strength, muscular endurance, flexibility, and nutrition. The course will address practical concerns related to a career in dance.
- DANC 103 Movement and Rhythms for Children**2
This course is designed to provide background theory for teaching movement and dance education as well as to provide opportunities for practical application of knowledge gained. The course will enable students to develop an approach to teaching movement education that focuses on creativity and includes the psychomotor, cognitive, and affective domains of learning. Concept areas and activities to be explored include: the purposes and components of movement/dance education; the basic elements of dance; dance imagery, narrative and thematic dance; rhythm instruments and props; movement exercises and games; lesson planning; and teaching.

- DANC 122 Global Dance Forms** 2
Each time this course is offered, one particular global dance form will be the focus. The course primarily will be offered as a technique course. Topics included will be historical perspectives, cultural constructs of gender, societal influences, and aesthetic meaning unique to the dance form studied.
- DANC 122X Global Dance Practice** 1
The course extends a student's technical proficiency in a particular global dance form studied. Students who have completed Global Dance Forms may take the Practice course to enhance learning in technique, history, culture, and aesthetics.
- DANC 132 Jazz Dance Level I** 2
This course is a beginning level jazz class open to all students in the university. It is a studio-based course that allows students to study the fundamentals of jazz technique as an art form as well as a mode of fitness. Students develop strength, flexibility, and stamina through class warm-ups and moving combinations. In addition, students gain a general knowledge of basic jazz dance terminology, history, and choreographic principles as they apply to the concept of wellness and faith. Students will create a final class performance. The course will serve as a prerequisite for Intermediate Jazz as applicable.
- DANC 210 Dance Anatomy and Kinesiology** 3
Students will develop an understanding of basic anatomic terms and principles as well as movement analysis, alignment assessment, and performance enhancement by the use of kinesiological and exercise physiology principles. Upon completion of the course, students will be able to apply the principles of movement analysis to the evaluation of dance technique of self and others. Students will be able to design a thorough and effective static and dynamic corrective and performance enhancement program for use as a performer, choreographer or educator. This course will include both lecture and laboratory sessions. Prerequisite: Minimum grade of C in BIOL 104.
- DANC 231 Intermediate Modern Dance: Theory and Technique** 2
This course is designed to provide students with modern dance theory and technique beyond the introductory level. The course will address the development of proficiency in the following areas: body alignment, centering, kinesthetic awareness, qualitative nuance, use of breath, focus, dynamics and projection. Studio work will address increasing creativity, and aesthetic understanding in dance technique.
- DANC 231X Practice in Modern Dance** 1
The course extends a student's technical proficiency in modern dance by increasing practice in the areas of body alignment, centering, kinesthetic awareness, qualitative nuance, use of breath, focus, dynamics, and projection. Students who have completed Intermediate Modern Dance may take the Practice course to enhance learning in technique.
- DANC 232 Intermediate Jazz Dance: Theory and Technique** 2
The course focuses on the development beyond the basics of jazz dance technique and progresses to complex work in a variety of jazz dance styles (African, lyric, modern, musical theatre and popular). Technical proficiency will be based on the replication and composition of intricate combinations. Jazz dance will be placed within its appropriate historical and cultural contexts.
- DANC 232X Practice in Jazz Dance** 1
The course extends a student's technical proficiency in jazz dance by increasing practice in jazz dance styles and intricate combinations. Students who have completed Intermediate Jazz Dance may take the Practice course to enhance learning in technique within the appropriate historical and cultural contexts.
- DANC 233W Liturgical Dance History and Practice** 3
This course is designed to provide experience in the practice of dance as a vehicle for religious expression and ritual. The history of liturgical dance will be traced, and a rationale for the inclusion of dance in worship services will be investigated. Students will participate in the experience of dance movement as it relates to theological and spiritual themes. Writing intensive course.
- DANC 234 Intermediate Ballet Dance: Theory and Technique** 2
This course is designed to provide students with the theory and technique of ballet dance beyond the introductory level. The course moves from basic barre work to complexities of ballet performance. Ballet dance is placed within its appropriate historical and cultural contexts.
- DANC 234X Practice in Ballet Dance** 1
The course extends a student's technical proficiency in ballet by increasing practice in barre, center, and across the floor combinations. Students who have completed Intermediate Ballet may take the Practice course to enhance learning in technique within the appropriate historical and cultural contexts.
- DANC 250 Ballet History in Western Culture** 3
This course will focus on the history of ballet in Western culture. The history, worldview, and aesthetic development of ballet will be studied, beginning with its European roots and continuing to contemporary time, with special focus on American ballet. Ballet styles and specific works will be examined through theory and practice.
- DANC 260W Modern Dance History** 3
This course is an introduction to the study of modern dance as a reflection of the individual, society, and culture. Instruction in the technique of modern dance is the focus of the movement experience. Within this framework, the historical, cultural, and aesthetic contexts of 20th and 21st century modern dance are examined. Writing intensive course.
- DANC 331 Advanced Modern Dance: Theory and Technique** 2
This course is designed to provide students with the theory and technique of modern dance beyond the intermediate level. The course continues the dance student's training in the foundational elements of time, space and energy in the development of technical proficiency, improvisational exploration, composition techniques, and expressive movement performance. Specific focus is given to total body integration through the use of Bartenieff Fundamentals. The course also addresses creativity and aesthetic understanding in dance. Prerequisite: DANC 231 or demonstrated proficiency.

DANC 331X Advanced Modern Dance Practice 1

The course extends a student's technical proficiency in modern dance by increasing practice in the principals of time, space and energy, improvisational exploration, and expressive movement performance. Students who have completed Advanced Modern Dance may take the Practice course to enhance learning in technique.

DANC 332 Advanced Jazz Dance: Theory and Technique ..2

This course focuses on complex work in a variety of jazz dance styles. The course is intended to contribute to a jazz dance student's proficiency in technique, choreography, and performance. The replication and composition of intricate jazz combinations is included in the development of such technical proficiency. Throughout the course, jazz dance will be placed within its appropriate historical and cultural contexts. Prerequisite: DANC 232 or demonstrated proficiency.

DANC 332X Advanced Jazz Dance Practice..... 1

The course extends a student's technical proficiency in modern dance by increasing practice in the principals of time, space and energy, improvisational exploration, and expressive movement performance. Students who have completed Advanced Modern Dance may take the Practice course to enhance learning in technique.

**DANC 334 Advanced Ballet Dance:
Theory and Technique..... 2**

The course will expand the student's knowledge of classical ballet technique beyond the intermediate level. The student will participate in individual tracking of technical and artistic progress. The course also will address basic anatomical principles and creative experiences. Prerequisite: DANC 234 or demonstrated proficiency.

DANC 334X Advanced Ballet Practice 1

The course extends a student's technical proficiency in ballet dance by increasing practice in technique, choreography, and performance. Students who have completed Advanced Ballet Dance may take the Practice course to enhance learning in technique within the appropriate historical and cultural contexts.

DANC 340 Dance Repertory..... 2

This is an ensemble course for advanced dancers who participate in the rehearsal and performance of highly technical dance works. The group learns dance repertory based on text, story, poetry and/or music. The course is designed for those who have had an extensive level of previous performance experience. Audition required.

**DANC 345 Methods and Techniques
of Dance Instruction 3**

The course is designed to provide methods for the instruction of a variety of dance genres and styles. Contexts for teaching dance include K-12 public education, private school education, community center programs and dance studio classes. The course will enable students to gain theoretical, and somatic knowledge in dance, as well as to provide practical classroom teaching experiences. Prerequisite: one dance technique class.

**DANC 355 Methods of Teaching Beginning and
Intermediate Pointe 3**

This course is designed to provide methods for the instruction of pointe dance. The course will focus on arts intensive public high schools and dance studio populations. Students will develop theoretical and somatic knowledge of pointe dance as well as participate in practical classroom teaching experiences. Prerequisite: DANC 234 or demonstrated proficiency.



- DANC 365 Black Dance History**.....3
This course is designed to generally inform students how dance has functioned and continues to function in African-American culture through theory and practice. The aesthetic transformation of dance in the history of African-American peoples will be traced, beginning with its African roots. The course will context the black experience within the broader American context.
- DANC 375 World Dance**3
This course will focus on various dances from around the world, placing them in historical, cultural, social, and aesthetic contexts through theory and practice. Students will examine cultures from Africa, Asia, Polynesia, Europe and the Americas. Historical perspectives, cultural constructs of gender, societal influences, worldview, and aesthetic meanings unique to various cultures will be studied.
- DANC 385 Dance Improvisation**3
This course is designed to provide students with knowledge and practical application of dance improvisation in the discipline of modern dance. Focus will be on the creative process and the manipulation of the elements of time, space, and energy. The course covers both free and structured improvisation.
- DANC 386 Dance Composition**.....3
This course concentrates on the theory and application of dance composition principles. Topics include choreographic design, form, style, theme, motivation, autobiography, and performance. Prerequisite: DANC 231, or 331.
- DANC 395 Field Experience**.....1-3
The purpose of a dance field experience is to offer students the opportunity to observe and participate in real-life work experiences in the dance world. Participation must be in a setting appropriate to a student's interest in particular dance careers. Students will keep a log of hours and a journal of observations for a minimum of 40 hours per credit hour earned. Pre-requisite: Permission of department chair. Graded Pass/Fail.
- DANC 410 Senior Seminar**.....3
This is a culminating senior experience through which senior dance majors will design senior projects with consistent feedback from the professor and their peers. The course also will address critical response procedures, resumés, portfolios, careers in dance, and Senior Showcase concert planning.
- DANC 435 Choreographic Projects**.....3
The course is designed to provide a theoretical basis for the choreographic process as well as to provide practical experience in the content learned. The course will provide the student with the appropriate tools through which to create a full-length dance work. The Choreographic Project serves as a developmental bridge from the exploration of the choreographic process to the Senior Project/Performance. Prerequisite: DANC 386.
- DANC 440 Senior Project/Performance**.....0
Students who have completed Senior Seminar (DANC 410) will complete a dance project or a dance performance piece as part of their graduation requirements in the Dance Major program. Students will

develop their work with the assistance of both faculty advisors and peers. The course will have no credit valued attached, but will be graded and required for the successful completion of the Dance Major.

- DANC 495 Internship**.....2-12
The purpose of a dance internship is varied and may include any or all of the following: to provide a real-life work experience, to relate theory with practice, to focus on life goals, and to seek direction for academic projects/themes. The supervising faculty member should confer with the internship supervisor at least once during the period and oversee the academic expectations as outlined by the dance program. A minimum of 40 hours on the job is required for each hour of credit. The dance program will establish guidelines for evaluation based upon the particular internship. Highly recommended for senior dance majors.

- DANC 999 Dance Administration and Repertory**.....0
This required non-credit course reserves Fridays from 3:00-3:50 p.m. for professional concerns such as choreographic showings, master classes, and departmental meetings/activities. Each semester, all students majoring in dance are required to register.

ECONOMIC DEVELOPMENT

See Business Programs

EDUCATION

MISSION STATEMENT

The Loeb School of Education affirms the mission statement of Eastern University with its commitment to scholarship and teaching, Scripture, the church, evangelism, justice, the world, and community. The Loeb School of Education at Eastern University seeks to develop individuals with a clear understanding of the University's mission of faith, reason, and justice so that they are capable of:

- Improving the learning of all students;
- Pursuing educational equity and justice through creative solutions;
- Modeling Christian thought and action;
- Serving public and private institutions of learning as change agents.

The School meets the needs of its students to assume positions in this society through both undergraduate and graduate programs.

THE PROGRAMS

The Loeb School of Education offers certification in Early Childhood Education (Pre-K to 4th Grade); Middle Level (4th to 8th Grade) in English/reading, English/reading and mathematics, English/ reading and science, mathematics, science, mathematics and science, social studies, social studies and mathematics, social studies and science; Special Education (Pre-K to 8th Grade) and Special Education (7th to 12th Grade). Students may also acquire Secondary Education certification in biology, chemistry, citizenship, English, mathematics, and social



studies. Foreign Language Certification (K-12) is available in Spanish. ESL (K-12) certification can be added to Early Childhood, Middle Level English, Secondary Education English or Language Certification.

The student who seeks certification is responsible for completing the approved course of study and must be recommended by the Education Department to the Pennsylvania Department of Education. This recommendation will be based upon the student's adherence to the standards of conduct of Eastern University, as well as upon the student's successful completion of academic requirements and required certification tests.

The following additional certifications are offered at the graduate level: Principal, School Nurse (K-12), Reading Specialist (K-12), Single Area Supervisor (K-12), Supervisor of Special Education (K-12), and Superintendent.

FORMAL APPLICATION TO THE EDUCATION DEPARTMENT

New guidelines from the Pennsylvania Department of Education indicate that students who wish to declare Education as their major after August 1, 2015 must first pass the Basic Skills Assessment (or meet the criteria for waiving it) prior to the completion of 60 credits. Students who have not passed the Basic Skills Assessment or waived it by 60 credits will not be permitted to declare Education or take additional Education courses and will need to consider another major.

Those students who wish to be certified in Secondary Education must also first pass the Basic Skills Assessment (or meet the criteria for waiving it) prior to the completion of 60 credits. Students who have not passed the Basic Skills Assessment or waived it by 60 credits will not be permitted to add Secondary Education certification or take additional Education courses.

Students who wish to enter the department need to fill out a Major Declaration card (available at the Registrar's Office). Those who intend to be certified in the secondary education major must also major in an academic subject certifiable by Eastern University (Biology, Chemistry, Communication, English, History, Math, and Political Science). Admission to the department does not guarantee acceptance in the certification track.

FORMAL APPLICATION TO THE CERTIFICATION TRACK

Students who wish to be certified as undergraduates must formally apply for student teaching. To be admitted to the certification track, students must show evidence of:

- Successful completion of 2 English courses (1 writing and 1 literature) with minimum grades of C or better
- All EDUC courses must be passed with grades of C or better
- Successful completion of 2 math courses
- Passing scores on the Basic Skills Requirement. Students can consult with the Education Department for specific information on the Basic Skills Requirement.
- Required cumulative GPA: 3.0 or above

Students must submit to the department a certification track application (available at the department) no later than a full semester prior to their intended student teaching semester.

Acceptance for student teaching is not automatic upon admission to the certification track. An application process must be completed, as specified in the Education Department Handbook, two semesters prior to the intended student teaching semester. Those who are admitted to the certification track must complete a B.A./B.S. degree, maintain the 3.0 GPA, successfully complete Professional Praxis or PECT tests in their major subject, and successfully complete student teaching before they are certified in Pennsylvania.

STUDENT TEACHING AT THE GRADUATE LEVEL

Students who complete their core and major requirements and earn a minimum of 121 credits with a 3.0 grade-point average may be awarded the bachelor's degree and student teach at the graduate level. Student teaching as a graduate student offers the following benefits:

- Early Childhood Education students are not required to take a second course in mathematics, English literature, or American history at the under-graduate level to be certified.
- Student Teaching and Practicum at the graduate level carries nine credits, lowering the total cost to the student for tuition.
- Nine credits earned during student teaching at the graduate level will apply to the Master of Education degrees in Multicultural Education, Reading or Special Education.

MANDATORY CLEARANCES FOR OBSERVATIONS

Students enrolled in a class requiring observation or working with students in any way, must request the following at least 60 days before expecting to observe to allow ample time to process the application. Clearances are valid for one year.

- Act 34 State Criminal History Clearance
- Act 151 Child Abuse Clearance
- Act 114 FBI Criminal History Clearance
Go to the Eastern University Student Teaching Web page to find forms and student teaching procedures.
- TB Test done within the last 9 months.

GRADUATES OF OTHER COLLEGES

Graduates of other colleges who wish to apply for certification must submit an application and an official undergraduate transcript to the Graduate Admissions Office. Transcripts will be reviewed for the specific requirements of the certificate for which the student wishes to apply.

Students who wish only certification must take a minimum of six (6) credits at Eastern University before student teaching.

THE MAJOR FOR THE B.S. IN EARLY CHILDHOOD EDUCATION

Those desiring to teach Pre-K - 4th Grade should select this major. Certification courses for special education or ESL can be combined with the major in Early Childhood. All required courses are listed below. Students may take Student Teaching and Practicum as part of the undergraduate B.S. in Early Childhood or complete the requirement at the graduate level if they have completed the core, the Early Childhood Education major, and earned a total of 121 credits. If students opt to

take Student Teaching and Practicum at the graduate level, they must formally apply to the graduate program. See also Five-Year B.S./M.Ed. listing.

Required Courses:

EDUC 200	Foundations of Education	3
EDUC 201	Introduction to Special Education	3
EDUC 205	The Developing Child Pre-K through 4th Grade	3
EDUC 211	Educational Psychology	3
EDUC 301	Evaluation & Assessment of Students in the Inclusive Classroom	3
EDUC 306	Science and Health for Children	3
EDUC 308	Teaching Social Studies	3
EDUC 310	Mathematics for the Teacher	3
EDUC 328	Early Childhood: Principles and Practices	3
EDUC 329	Early Childhood: Curriculum and Assessment	3
EDUC 380	Communication Arts	3
EDUC 382	Methods of Classroom Management	3
EDUC 384	Inclusive Education	3
EDUC 400	Early Literacy Foundations	3
EDUC 401	Literacy Foundations for Intermediate Grades	3
EDUC 412	Teaching English as a Second Language	3
EDUC 417	Multicultural Education	3
EDUC 418	Family and Community Collaborative Partnerships	3
<i>Total Credit Hours:</i>		<u>54</u>

CERTIFICATION TRACK

For certification at the undergraduate level, the following additional courses are required:

<i>2 courses in mathematics</i>	6
<i>(recommended MATH 107 and 140 to prepare for Basic Skills)</i>	
<i>1 course in English literature</i>	3
HIST 201 OR 202 American History	3
EDUC 410 Student Teaching	12
EDUC 420 Practicum	3
<i>optional:</i>	
EDUC 610 Student Teaching and	
EDUC 620 Practicum	

May be taken at the graduate level following conferral of the bachelor's degree if all other requirements are met.

Students who desire to combine the certification in Early Childhood Education with ESL or Special Education (PreK-8) must complete the additional courses listed in the ESL or Special Education concentration and split student teaching hours between each certification area. Students who complete ESL and/or Special Education (PreK-8) requirement tests in these subjects will receive certification in Early Childhood and Special Education (PreK-8) or Early Childhood and ESL.

AUGMENTED CORE FOR EARLY CHILDHOOD MAJORS

The core for the Bachelor of Science degree is listed in the front of the catalog. Early Childhood Education majors need to complete an augmented core in the following areas:

Skilled in the Written Word

ENGL 102	College Writing	3
<i>Aesthetically Literate</i>		
FAPA 300W	Arts Integration in the Classroom	3

KNOWLEDGEABLE ABOUT THE NATURAL SCIENCES

Any Lab Science (BIO 105 and BIO 105L recommended)

PHYS 205	Physical Science for Teachers or	4
CHEM 111/113	Applied Chemistry or	3
CHEM 115	Hands on Chemistry for Children	

KNOWLEDGEABLE ABOUT SOCIAL SCIENCES

GEOG 201	World Geography or	
ANTH 201	People and Places	3
POLI 103	American Government or	
POLI 104	State and Local Government	3

ELEMENTARY (PRE-K TO 8) AND SECONDARY (7-12) SPECIAL EDUCATION CERTIFICATION

The Elementary Special Education certification requires all of the courses listed for either Pre-K through 4th Grade or 4th through 8th Grade certifications plus the following Special Education courses. The Secondary certification requires certification in a secondary area plus the following Special Education courses:

EDUC 201	Introduction to Special Education	3
EDUC 205	The Developing Child Pre-K through 4th Grade or	
EDUC 209	Pre-Adolescent/Adolescent Development (Secondary)	3
EDUC 301	Evaluation and Assessment of Students in Inclusive Settings	3
EDUC 302*	Evaluation and Assessment of Exceptional Children	3
EDUC 384	Inclusive Education	3
EDUC 385*	Emotional and Behavioral Disorders	3
EDUC 386*	Autistic Spectrum Disorders	3
EDUC 387*	Early Intervention with PDD and Other Exceptionalities (Elementary) or	
EDUC 388*	Transition and Working with Families and Community Agencies (Secondary)	3
EDUC 402*	Reading and Learning Differences	3
EDUC 405*	Teaching Techniques for Low Incidence Learners	3

** In addition to the Early Childhood Education or Middle Level Education major requirements*



THE MAJOR FOR THE B.S. IN MIDDLE LEVEL EDUCATION

EDUC 200	Foundations of Education	3
EDUC 201	Issues in Special Education	3
EDUC 209	Early Adolescent and Adolescent Development	3
EDUC 211	Educational Psychology	3
EDUC 301	Evaluation and Assessment of Students in Inclusive Classrooms	3
EDUC 306*	Science and Health for Children <i>or</i>	
EDUC 310*	Mathematics for the Teacher of Children	3
EDUC 308*	Teaching Social Studies and Art <i>or</i>	
EDUC 380*	Communication Arts for Children	3
EDUC 382	Methods of Classroom Management	3
EDUC 384	Inclusive Education	3
EDUC 412	Teaching English as a Second Language	3
EDUC 418	Community and Family Collaborative Partnerships	3
FAPA 300W	Arts Integration in the Classroom	3
<i>Total Credit Hours:</i>		36

* Middle Level Option Two Mathematics and Science Concentration requires EDUC 306 and EDUC 310, not EDUC 308 or EDUC 380.

CERTIFICATION IN MIDDLE GRADES 4-8

Students may take Student Teaching and Practicum as part of the undergraduate B.S. in Middle Level Education or complete the requirements at the graduate level after acceptance to the graduate program.

Certification will require students to finish a concentration and focus areas outside the Middle Level Education major. Contact the Education Department for specific course requirements in each option.

Option One: Concentration in One Content Area

This option requires one concentration (English/Reading or Math or Science or Social Studies) and three generalist (focus) academic content areas.

Option Two: Concentration in Two Content Areas

This option requires concentration in two content areas and two generalist (focus) academic content areas: English/Reading and Mathematics, English/Reading and Science, Science and Mathematics, Social Studies and Mathematics, Social Studies and Science.

Certification Track

Students who are formally admitted to the certification track are required to complete the following courses:

EDUC 410	Student Teaching	12
EDUC 420	Practicum	3
<i>Subtotal Credit Hours:</i>		24

TEACHING ENGLISH AS A SECOND LANGUAGE CERTIFICATION

May be added to Early Childhood, Middle Level, Secondary English or Language certifications. Elementary or Secondary Requirements plus:

EDUC 250	Field Experience: ESL	3
LANG 310	Linguistics	3
EDUC 412	Teaching English as a Second Language	3
EDUC 413	Theories of Second Language Acquisition	3
EDUC 417	Multicultural Education	3
EDUC 422	Language Testing & Material Development	3
<i>Subtotal Credit Hours:</i>		18

SECONDARY EDUCATION CERTIFICATION (7-12TH GRADE)

Students elect a major in an academic area certifiable by Eastern University. The degree which they receive (B.A. or B.S.) will be determined by their academic major. The B.A. requires two semesters of language, while the B.S. does not require language study. Areas of certification include: Biology, Chemistry, English-Communications, English, French, Mathematics, Citizenship Education, and Social Studies.

Required Education Courses:

EDUC 200	Social and Philosophical Foundations of Modern Education	3
EDUC 201	Introduction to Special Education	3
EDUC 209	Early Adolescent and Adolescent Development	3
EDUC 211	Educational Psychology	3
EDUC 301	Evaluation and Assessment of Students in Inclusive Settings	3
EDUC 382	Methods of Classroom Management	3
EDUC 384	Inclusive Education	3
EDUC 403	Reading Strategies for Middle and Secondary Content Areas	3
EDUC 409	Seminar for Secondary Education <i>or</i>	
LANG 350	Teaching of Modern Languages and ESL (for language majors) <i>or</i>	
MATH 410	Teaching of Mathematics-Secondary Level (for math majors)	3
EDUC 410	Student Teaching (in the certification area)	12
EDUC 412	Teaching English as a Second Language	3
EDUC 420	Practicum	3
<i>Total Credit Hours:</i>		45

Recommended Electives:

First Aid and CPR certificates

EDUC 417	Multicultural Education (required for the five-year B.A. or B.S./ M.Ed. program)
ENGL 250, 251	Writing Assistant Training Seminar, Internship

BIOLOGY, CHEMISTRY

Students desiring secondary certification in biology or chemistry should complete the Secondary Education courses and the academic major requirements as listed in this catalog with the additional courses:

MATH **Elective course at the college-level**.....3

CHEMISTRY ELECTIVES

CHEM 115 **Hands-On Chemistry for Children**.....3
CHEM 304 **Chemistry Laboratory Management**1
CHEM 320, 322 **Biochemistry I and Lab**.....3, 1

Total Credit Hours: 11

CITIZENSHIP EDUCATION

Students desiring secondary certification in Citizenship Education should complete the Secondary Education courses and the academic requirements in the History or Political Science major with the additional courses listed below. Students with this certification will be able to teach history, geography, civics, government, and economics on the secondary level.

ANTH 201 **People in Places or**
GEOG 201 **World Geography**.....3
ECON 205 **Essentials of Economics**3
HIST 201 or 202 **History of the United States (history major)**....3
POLI 103 **American Government or**
POLI 104 **State and Local Government**.....3

Subtotal Credit Hours: 12

ENGLISH, ENGLISH-COMMUNICATIONS

Students who wish to be certified in English or English with Communications Studies must add the following courses to their academic major, along with the Secondary Education courses:

COMMUNICATIONS MAJOR

COMM 220 **The Art of Film**.....3
ENGL 203 or 204 **European Literature**3
ENGL 205, 206 **British Literature**.....3, 3
ENGL 207 **Studies in Drama**.....3
ENGL 250 **Writing Assistant Training Seminar**.....3
ENGL 301, 302 **American Literature**.....3, 3
1 additional advanced writing course.....3
LANG 310 **Introduction to Linguistics**3
THEA 150 **Performance Production I**.....1
THEA 250 **Performance Production II**2

Total Credit Hours: 33

Recommended:

EDUC 370 **Literature for Children and Adolescents**

ENGLISH (LITERATURE) MAJOR

COMM 220 **The Art of Film**.....3
EDUC 370 **Literature for Children and Adolescents**.....3
LANG 310 **Introduction to Linguistics or**.....3
ENGL 310 **Literary Criticism**3

Total Credit Hours: 9

Recommended:

ENGL 250 **Writing Assistant Training Seminar**

ENGLISH WRITING MAJOR

COMM 220 **The Art of Media**3
EDUC 370 **Literature for Children and Adolescents**.....3
ENGL 205, 206 **British Literature**3, 3
ENGL 310 **Literary Criticism and Theory**.....3
Total Credit Hours:15

Recommended:

ENGL 250 **Writing Assistant Training Seminar**

MATHEMATICS

Students desiring secondary certification in Mathematics should complete the Secondary Education courses and the academic major requirements as listed in this catalog with the additional courses:

MATH 340 **Geometry (Math major elective)**.....3
MATH 410 **Teaching of Mathematics-Secondary Level**.....3

Subtotal Credit Hours: 6

SOCIAL STUDIES

A student may be certified to teach social studies (psychology and sociology in addition to all citizenship courses) with a major in history by completing the Secondary Education courses and the History major requirements as listed in this catalog with the following courses:

ANTH 201 **People in Places or**
GEOG 201 **Geography**3
ECON 205 **Essentials of Economics**3
POLI 103 **American Government or**
POLI 104 **State and Local Government**.....3
PSYC 100 **General Psychology**.....3
SOCI 100 **Introduction to Sociology**.....3

Subtotal Credit Hours: 15

LANGUAGE CERTIFICATION (K-12)

Certification to teach foreign language (K-12) requires a foreign language major. Students must declare the major and complete the requirements listed below. See Languages in this catalog. Consult with the head of the language department.

Required Courses:

ANTH 101	Introduction to Cultural Anthropology or	
EDUC 417	Multicultural Education+	3
EDUC 200	Social and Philosophical	
	Foundations of Modern Education	3
EDUC 201	Introduction to Special Education	3
EDUC 205	The Developing Child: Pre-K through	
	4th Grade or	3
EDUC 209	Early Adolescent and Adolescent	
	Development	3
EDUC 211	Educational Psychology	3-6
EDUC 301	Evaluation and Assessment of	
	Students in Inclusive Settings	3
EDUC 384	Inclusive Education	3
EDUC 412	Teaching English as a	
	Second Language	3
EDUC 403	Reading Strategies for Middle and	
	Secondary Content Areas	3
LANG 350	The Teaching of Modern	
	Languages and ESL	3

Subtotal Credit Hours: 27-33

+ Required for the five-year B.A./M.Ed. program.

PROFESSIONAL SEMESTER

EDUC 410	Student Teaching (elementary and secondary	
	levels) includes teaching English to Spanish	
	speakers or Spanish/French on all levels.	12
EDUC 420	Practicum	3

Subtotal Credit Hours: 15

Total Credit Hours: 45

Recommended electives:

First Aid and CPR certificate

FIVE-YEAR COMBINED B.S./M.ED. IN MULTICULTURAL EDUCATION

This program is designed for Eastern undergraduate students who are in either teaching certification or non-certification programs. To apply for this program, students must have a bachelor's degree and a 3.0 grade-point average. All graduate application procedures must be complete before an admissions decision will be made. The initial registration for the graduate year is processed through the Graduate Admissions Office.

If students intend to student teach upon entering this program, they must complete undergraduate course work and pass Basic Skills.

TEACHING CERTIFICATION CONCENTRATION

This concentration is designed for those who wish to complete their secondary, middle level or early childhood teaching certification program at the post-baccalaureate level. After completing teaching certification, students will fill out the change of program request to transition into one of the Master of Education programs - Multicultural, ESL, Reading or Special Education.

SECONDARY

Complete undergraduate major in academic area of certification plus all required courses for the certification in Secondary Education, except EDUC 410 Student Teaching and EDUC 420 Practicum.

EARLY CHILDHOOD AND MIDDLE LEVEL

Complete Early Childhood Education or Middle Level Education without EDUC 410 Student Teaching and EDUC 420 Practicum.

(Prerequisites: EDUC 200, 201, 382, 412, and 417.)

Core Requirements (9 credits)

EDUC 535	Urban Education	3
EDUC 545	Education in a Global Context	3
EDUC 606	Multicultural Literature and Curriculum	3
EDUC 617	Advanced Seminar in Multicultural Education	
	(2 courses, different topics)	6
ELECTIVE	Any Grad. Educ. course, or above prerequisite	
	if not taken as undergrad	6

(Prerequisite: Statistics) 3

Culmination Requirements (9 credits)

EDUC 610	Student Teaching	
	(Must apply 2 semesters ahead)	6
EDUC 620	Practicum	3
ELECTIVES (12 CREDITS)	Any graduate course in Education.	
	EDUC 606 highly recommended.	12

Total Credit Hours: 30

MASTER OF EDUCATION IN TESOL

Must be working on or hold an Instructional I certification to add ESL certification.

(Prerequisites: EDUC 382, EDUC 400 or 402 or 403, EDUC 412, and EDUC 417)

Core requirements

EDUC 514	Theories of Second Language Acquisition	3
EDUC 522	Language Testing and Materials Development	3
EDUC 545	Education in a Global Context	3
EDUC 550T	TESOL Field Experience/Portfolio (50 hours)	
	(capstone)	3
LANG 510	Linguistics	3
EDUC 635T	Research Design: TESOL	3
ELECTIVE	ANY PREREQUISITE NOT TAKEN OR RECOMMEND EDUC 535 . . .	3

Culmination requirements

EDUC 610	Student Teaching	6
EDUC 620	Practicum	3

Replace 12 credits of elective courses with the following:

EDUC 514	Second Language Acquisition	3
EDUC 522	Language Testing	3
EDUC 550	ESL Field Experience	3
LANG 510	Linguistics	3

Total Credit Hours: 30

FIVE-YEAR COMBINED B.S./M.ED. IN READING

Complete Early Childhood Education or Middle Level Education without EDUC 410 Student Teaching and EDUC 420 Practicum.

EDUC 535	Urban Education or	
EDUC 545	Education in a Global Context	3
EDUC 600	Early Literacy Foundations (Preschool to 3rd	
	grade)	3
EDUC 601	Literacy Foundations for 4th to 8th	
	Intermediate Grades 3	

EDUC 602	Reading and Learning Differences	3
EDUC 603	Reading Strategies for Middle and Secondary Content Areas 3	
EDUC 604	Assessment, Intervention and Reporting of Literary Progress	3
EDUC 606	Multicultural Literature and Curriculum 3	
EDUC 612	Reading Specialist Practicum	3
EDUC 635T	Research Design for Reading	3
ELECTIVE	Recommended course or student teaching and practicum 3-9	

Total Credit Hours: 30-36

COMBINED B.S./M.ED. IN SPECIAL EDUCATION

Complete Early Childhood Education, Middle Level Education, or Secondary Education without EDUC 410 Student Teaching and EDUC 420 Practicum.

EDUC 505	Teaching Techniques for Low Incidence Students	3
EDUC 535	Urban Education	3
EDUC 602	Reading & Learning Differences	3
EDUC 635T	Research Design: Focus on Special Education	3
EDUC 683	Evaluation and Assessment of Exceptional Students	3
EDUC 685	Emotional and Behavioral Disorders with Field Experience	3
EDUC 686	Autism Spectrum Disorders with Field Experience	3

If taking PreK-8th certification must take:

EDUC 687	Early Intervention with PDD and Other Exceptionalities with Field Experience	3
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Special Education Pre K-8th Grade Assessment Test (www.PA.NESINC.com) #8011 and #8012

or

If taking Secondary Education 7–12th certification must take:

EDUC 688	Transition and Working with Families and Agencies	
Special Education 7 – 12th Assessment Test (www.PA.NESINC.com) #015 and #016		
EDUC 610	Student Teaching	6
EDUC 620	Practicum	3

Total Credit Hours: 30-33

ACCELERATED EDUCATION PROGRAMS

BACHELOR OF SCIENCE WITH A MAJOR IN EARLY CHILDHOOD EDUCATION -ACCELERATED

This accelerated program is designed to offer qualified working adults the opportunity to complete a bachelor's degree in early childhood (up to 66 credits). Students who complete all degree requirements, augmented core requirements, maintain a grade point average of 3.0 with successful completion of PAPA and/or ETS and PECT tests in their certification areas, and student teaching on the graduate level, will qualify for the Pennsylvania teaching certification. (Students who come from AA programs in Early Childhood Education from Eastern University partners are subject to amended course schedules).

General Education (GE July 2013) is integrated into the Early

Childhood Education major. Technological Skills, Argument and Analysis, and Global Diversity are important components flowing out of Eastern's foundational commitments. In addition, students complete GE courses outside the major.

Required Coursework:

BIBL 100	Biblical Literature in Contemporary Context	3
EDUC 200	Foundations of Education	3
EDUC 201	Introduction to Special Education	3
EDUC 205	The Developing Child	3
EDUC 211	Educational Psychology	3
EDUC 231	Computers in the Classroom	3
EDUC 301	Evaluations and Assessment of Children in Inclusive Classrooms	3
EDUC 306	Science and Health for Children	3
EDUC 308	Social Studies and Arts for Children	3
EDUC 310	Math for the Teacher of Children	3
EDUC 328	Early Childhood: Principles and Practices	3
EDUC 329	Early Childhood: Curriculum and Assessment	3
EDUC 380	Communication Arts for Children	3
EDUC 382	Methods of Classroom Management	3
EDUC 384	Inclusive Education	3
EDUC 400	Literacy Foundations for the Primary Grades	3
EDUC 401	Literacy Foundations for Intermediate Grades	3
EDUC 412	Teaching English as a Second Language	3
EDUC 417	Multicultural Education	3
EDUC 418	Family and Community Collaboration	3
INST 270	Justice in a Pluralistic Society	3
THEO 210	Foundations of Christian Spirituality	3

See General Studies Courses to select general education and elective courses for the degree program.

COURSE DESCRIPTIONS

EDUC 200	Social and Philosophical Foundations of Modern Education	3
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This course looks at the social foundations of education in American life, the historical foundations of American educational philosophies, and current tension points in American education. Twenty hours of observation in a school classroom are required for this course.

EDUC 201	Introduction to Special Education	3
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This course is designed to provide a full overview of the historical analysis of Special Education: classifications/definitions and patterns of behavior, description of assessment and intervention strategies, legislation and litigation, outside forces that influence Special Education, and an introduction to the people in Special Education and their relationship to the system. Students will concentrate on their particular area of education as it relates to Special Education. Ten hours of observation required.

EDUC 205	The Developing Child: Pre-K through 4th Grade	3
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This course provides an overview of the developmental theories and milestones associated with children ages 3 years through 10 years. Physical, cognitive, social, and emotional development is viewed in the contexts of the family and formal educational settings. Particular emphasis is placed on the interaction of social and cultural environments on learning and development. Ten hours of observation required.



- EDUC 207 Child, Adolescent and Educational Development**3
 This course provides a study of individual development from childhood to young adulthood and investigates the implications of physical, cognitive, and psychological development in educational settings. Major developmental and psychological theories and research relevant to teaching and learning are explored. Content areas include child and adolescent growth and development, conflicts and issues associated with different developmental levels, learning and cognition, approaches to instruction, cultural and socioeconomic diversity, motivation and evaluation, and assessment of student learning. The emphasis will be on the practical relevance of this material for the elementary and secondary educational settings.
- EDUC 209 Early Adolescent and Adolescent Development**3
 This course provides an introduction to early adolescent development and investigates the implications of physical, cognitive, and psychosocial development in educational settings. Major developmental and psychological theories and research relevant to teaching and learning are explored. Attention will also be focused on practical strategies for implementing student focused approaches to instruction in the middle grades to effect greater academic success for students. Content areas include adolescent growth and development, conflicts and issues associated with different developmental levels, approaches to instruction, and cultural and socioeconomic diversity. The emphasis will be on the practical relevance of this material for students in grades 4-8. Five hours of observation required.
- EDUC 211 Educational Psychology**3
 This course provides a survey of major psychological theories and research relevant to teaching and learning. Content areas include child growth and development, learning and cognition, theories of intelligence, approaches to instruction, cultural and socioeconomic diversity, motivation, and evaluation and assessment of student learning. The emphasis will be on the practical relevance of this material for elementary and secondary educational settings. Undergraduate students will find this course useful in helping them improve their understanding of the scientific and sociopolitical foundations of teaching and learning, and in developing attitudes and skills necessary for effective teaching.
- EDUC 231 Computers in the Classroom**3
 A course designed to acquaint the teacher with the uses of computers in modern classrooms. Topics include: word processing, grade books, data bases, LOGO, and evaluations of educational software. A hands-on course based in the computer lab. Prerequisite: computer literacy or permission of instructor.
- EDUC 235 Urban Education**.....3
 This survey course examines major issues in urban education from historical, political, economic, and social perspectives. Students are exposed to the enduring concerns affecting urban communities and schools, explore contemporary challenges to educational equity, and discuss the special needs of urban educators and students.
- EDUC 250 Field Experience**3
 A full-time field experience in a school requiring a minimum of 90 hours as a teacher's aide. The student must keep and submit a log of the experience. May be done in the following settings: early childhood,

elementary, middle-school/secondary, Christian school, special education or ESL. A combination of settings may be approved by the Education Department. Minimum grade of C in EDUC 200 (for all majors) and in EDUC 201 and EDUC 250 in Special Education (for Special Ed. majors). Currently only a required course for ESL certification, but can be an elective class for any area of certification. For ESL certification, the 90 hours are divided as follows: 40 hours of observation in an ESL classroom, 30 hours co-teaching in an ESL classroom, and 20 hours teaching in an ESL classroom. Approximately half of the hours should be in a public school.

- EDUC 301 Evaluation and Assessment of Students in Inclusive Settings**3
 This course examines the assessment and evaluation process used for determining progress for students with and without Individual Educational Programs. The Individuals with Disabilities Education Act mandates that all students have access to the general education classroom and curriculum. The course will provide teachers with the necessary knowledge and skills to assess and evaluate all students. We examine historical, philosophical, and legal considerations and models of the assessment process and various types of assessments will be examined.
- EDUC 302 Evaluation and Assessment of Exceptional Children**3
 This course extends assessment and evaluation processes and examines how we use these processes to create an appropriate IEP. Students will also work with creating effective Behavior Plans and Transition Programs. Spring only.
- EDUC 303 Education and Assessment of Exceptional Students**3
 This course is designed to present traditional procedures employed in the referral, screening, assessment, identification, and placement of exceptional children. Also included is the development of Individual Education Plans (IEPs) to insure appropriate educational programming. Emphasis will be placed on socially and emotionally maladjusted persons and methods of developing their positive self-concept. Students will have the opportunity to examine and administer formal and informal assessments and develop an IEP. Alternative assessment techniques will also be explored. A field placement of two hours per week is required for this course. Prerequisite: Minimum grade of C in EDUC 201 or permission of instructor.
- EDUC 304 Music for Children**.....2
 A workshop approach to music methods and materials for children is used. The course includes how to use music creatively and basic music elements and notation.
- EDUC 306 Science and Health for Children**.....3
 This course is designed to provide students with the experiences and tools needed to be effective Early Childhood Education and Middle Level Education science teachers. Students will learn strategies that allow for diverse learners to experience science through the hands-on inquiry approach including the 6-E instructional model. This class will be taught in a way that addresses how a student will establish an approach to teaching science that involves the use of hand-on experiences and inquiry methods. Five hours of observation required.

- EDUC 308 Teaching Social Studies** 3
This course is designed to prepare effective social studies instructors to effectively teach diverse populations of students in grades Pre-K – 4. This course will also develop your understanding of the thinking, reading, and writing that is central to social studies and of how social studies and literacy goals can be integrated. Studying social studies is a process of inquiry that involves asking questions, conducting investigations, analyzing evidence, making evidence-based claims, and communicating conclusions. Five hours of observation required.
- EDUC 310 Mathematics for the Teacher of Children** 3
This course covers basic mathematical concepts necessary for the teacher of children and various ways to teach the material in inclusive classrooms. Math as an area of the curriculum will be defined. Teaching methods to meet various learning styles for diverse students will be developed. Five hours of observation required.
- EDUC 328 Early Childhood Education: Principles and Procedures** 3
Discussion of current theories of early childhood education including Montessori method, Piaget approach, Progressive Movement, Behavioral Approach, Models of preschool programs described: Infant Programs, Day Care, Head Start/Home Start, Parent/Child Centers, Programs for the Handicapped, etc. Ten hours of observation required.
- EDUC 329 Early Childhood Education: Curriculum and Assessment** 3
Emphasis on creating an environment conducive to early learning with reference to major early childhood program models and related classroom materials. Methods of assessment will be discussed and utilized with preschool children and programs.
- EDUC 340 Teaching in the Christian School** 3
A study of the philosophy of the Christian school movement and the integration of faith and learning for such institutions. The implementation of Bible studies into everyday life through drama, discussion, flannelgraphs, art, music, choral renditions, puppetry, role play, and identification will be explored.
- EDUC 370 Literature for Children and Adolescents** 3
An introduction to important juvenile books and their use in meeting the needs of young readers. Course includes principles of selection and important sources of information about preschool through adolescent literature.
- EDUC 371 Teaching Math, Science and Health** 3
The class looks at contemporary methods of teaching mathematics, science, and health for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Classroom observation of 10 hours is required.
- EDUC 372 Teaching Language Arts and Social Studies** 3
The class looks at contemporary methods of teaching language arts and social studies for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Classroom observation of 10 hours is required.
- EDUC 380 Communication Arts for Children** 3
This course will be an overview of some of the theoretical issues and instructional strategies related to the teaching of the receptive and expressive areas of language learning. In the language arts, interdependent and interrelated aspects of the oral language, listen, writing, visually representing, viewing, reading, and thinking will be focused upon interactively whereby usage in each supplements and reinforces the learning of and in the others. There will also be emphasis placed upon the practical implementation of an integrated language arts program in the classroom within the contexts of the standards as proposed by the Pennsylvania Department of Education. Five hours of observation required.
- EDUC 381 Methods of Nonverbal Communication** 3
This course provides the pre-service teacher with an overview of alternative augmentative communication systems, such as signing, language boards, gestures, computers, adaptive devices. Assessment, interventions and related services and psycho-social issues will be examined. A 20-hour observation in an approved setting is required.
- EDUC 382 Methods of Classroom Management** 3
This course provides practical classroom management techniques for pre-service teachers. Various strategies and specific interventions from strategies will be examined. Therapeutic and preventive measures are dealt with as they pertain to the classroom.
- EDUC 383 Early Intervention in Inclusive Settings** 3
This course presents practical and useful procedures for working with special needs infants and young children and their families. Emphasis is placed on social, cognitive and sensory motor development, and appropriate service delivery as required by major legislation mandates. Prerequisite: Minimum grade of C in EDUC 201.
- EDUC 384 Inclusive Education** 3
This course examines the concept of Inclusion and what it means to both the special educator and the general education. Students will learn to use effective inclusion strategies in the general education classroom and examine the various ways special and regular educators can work effectively together. This course requires twenty hours of field experience in a classroom.
- EDUC 385 Emotional and Behavioral Disorders** 3
This course is designed to provide teachers who wish to be certified in special education with the tools necessary to work with students with emotional and behavioral disorders. We will examine the various causes and theories for these disorders. Additionally we will concentrate on recognizing these disorders and managing them in the inclusive classroom using various positive behavior interventions and other appropriate methods. Spring only.
- EDUC 386 Autistic Spectrum Disorders** 3
This course is directed towards those students who wish to be certified in Special Education. It will be an overview of the characteristics and learning traits, classification systems, assessment strategies, approaches, and interventions related to students with autism. Emphasis will be placed on the different disorders on the spectrum including Asperger Syndrome. Students will be given the tools needed to work with

families and agencies to develop a comprehensive program that meets the individual needs of their students. This course requires ten hours of field experience in a classroom. Fall only.

EDUC 387 Early Intervention with Pervasive Developmental Disorder and Other Exceptionalities3

This course is an advanced course directed towards those students seeking certification in special education. It will examine early intervention for those children thought to have PDD (Pervasive Developmental Disorder) and other exceptionalities. We will look at the importance of early intervention and the different methods and strategies for working with these students. Emphasis will be placed on writing Individual Family Service Plans (IFSP), working with families and agencies and designing appropriate intervention programs.

EDUC 388 Transition and Working with Families and Community Agencies3

This course will examine aspects of the Transition process from middle school to post secondary school. Self-determination will be explored, as well as career and vocational education. Different types of transition assessments and checklists will be examined. The course will help teachers become aware of the importance of working with families and community agencies to ease the process and bring about positive results. Fall only.

EDUC 400 Literacy Foundations for Primary Grades3

Literacy Foundations for Primary Grades foundational literacy course will focus on beginning reading and the interrelated language arts. Emphasis will be given to the cognitive/constructivist perspective of reading that addresses reading and writing as processes of constructing meaning. Students will examine the developmental stages of reading, writing, and spelling as well as the four systems of language. Students will learn integrative instructional strategies to teach phonemic awareness, linguistic patterns, phonics, comprehension, vocabulary, fluency, as well as using technology to enhance instruction and curriculum-based instruction and instructional alignment with state standards and the PA Literacy Framework. Appropriate current research literature will also be investigated. Students will tutor a child(grades K-3) ten hours during the semester.

EDUC 401 Literacy Foundations for Intermediate Grades3

This course will focus on the reading and writing processes within the context of literature-based reading instruction across the curriculum for grades 4-8. Methods, strategies, and materials for teaching the interrelated language arts will be stressed. Emphasis will be given to comprehension, spelling, vocabulary, grammar, handwriting, creative expression, and technology to enhance instruction as well as curriculum-based assessment. A variety of current research literature will also be investigated. Students will develop a literacy inquiry unit demonstrating alignment with state standards.

EDUC 402 Reading and Learning Differences3

The student will be guided in writing an Individual Educational Plan (IEP), diagnostic with remediation procedures, for student (s) with severe learning disabilities related to literacy. Students will demonstrate understanding of the components and procedures adopted by PSSA. Focus will be given to the physiological, psychological, sociological,

neurological, and educational factors contributing to literacy acquisition and cautions about labeling children and youth. Students will explore various theories research findings and diagnostic procedures along with portfolio assessment. A resource file will be developed for future use. The student is expected to conduct reading assessments and write a case study on one child including an IEP. Prerequisites: EDUC 400 or 401.

EDUC 403 Reading Strategies for Middle and Secondary Content Areas3

A course in developmental reading for reading specialists, middle level and secondary education majors that meets state standards for certification in a content area. Focuses on expository reading development in content areas such as language arts, mathematics, science, social studies and music, as well as the use of literature to supplement content texts. Emphasizes the reading process and effective teaching practices that aid students' comprehension, vocabulary, critical thinking, studying and writing. Reviews current research. Students will create a portfolio of reading strategies that may be employed before, during or after reading a middle level or secondary level content area textbook. This course requires ten hours of field experience.

EDUC 405 Classroom Procedures and Teaching Techniques for Low Incidence Learners3

A hands-on experience in techniques for teaching the multiple handicapped and severely retarded. Specialized techniques will include: behavior management, task analysis, use of adaptive equipment and prosthetic devices, prompting and cueing, augmentative communication systems. This course requires twenty hours of field experience in a classroom. Prerequisite: Minimum grade of C in EDUC 201 or permission of instructor.

EDUC 409 Seminar in Secondary Education3

A comprehensive approach to methods and materials appropriate for teaching adolescents. This will include field experiences with the major academic area in the middle/secondary schools.

EDUC 410 Student Teaching12

Observation and teaching in an approved classroom with guidance and evaluation. At least 12 weeks of full-time student participation is required. Students must apply for student teaching at least one year in advance. The Teacher Education Committee will review all applications and make recommendations for student teaching. Lab fee.

EDUC 412 Teaching English as a Second Language3

This course provides an overview of the methodology for teaching English as a second language (ESL) appropriate for the K-12 classroom teacher who has non-English speaking students in the classroom. It examines the basics of teaching ESL history, theories, models, techniques, and applications. It aims to enable students to incorporate the appropriate ESL strategies in their teaching and adapt their materials and instructional methods to meet English language learners' needs and accommodate their learning styles. Course topics include techniques and strategies for improving language learners' listening, speaking, reading, writing, and communication skills, language testing and assessment, and the development of lesson plans.

EDUC 413 Theories of Second Language Acquisition.....3

This course reviews the theories and research that attempt to explain how the acquisition of the second languages takes place, the developmental sequences of learning a second language, and how learner characteristics influence the process. The course also explores the similarities and differences between first and second language acquisition, individual differences, the role of affective factors, and discusses the implications of second language acquisition theories for second language teaching. Spring only.

EDUC 415 Art for the Teacher.....3

Students will learn basic drawing techniques, theories, and methods which enable them to successfully teach art to elementary or secondary classes.

EDUC 417 Multicultural Education3

In this interactive course, students will examine various social science perspectives on multiculturalism and apply theories and principles to educational practices. Students are expected to develop an in-depth understanding of multiculturalism at an individual and a societal level; to examine critical issues in multicultural education; to enhance sensitivity toward children from diverse backgrounds; and to integrate their knowledge and sensitivity into applicable instructional plans. Students will explore their own multicultural past via the cultural autobiography method, write critical responses to reading assignments, and produce a creative project to be implemented in instructional settings. Experiential learning, reflection, and dialogue are integral strategies of instruction. This course is recommended for juniors and seniors and a prerequisite for the five-year BA/MEd in Multicultural Education.

EDUC 418 Community and Family Collaborative Partnerships.....3

Children need supportive adults, as well as other children; adults need a supportive community, including other adults; and children are the core of society, nurtured by it and for it. This class utilizes ecological systems theory as a model for organization and demonstrates the influence of changes over time on contexts in which children grow. It includes the contexts in which children develop, the relationships of the people in those contexts, and the interactions that take place within and between contexts. Students will be able to articulate and apply a Christian world-view to the profession of teaching.

EDUC 420 Practicum.....3

A seminar to synthesize the academic disciplines and relate them to the development and learning of the pupil in school and focus on the needs of the student teacher. This course offers opportunities to gain skill, insight, and perspective in the relationship of theory to practice in the teaching-learning process. To be scheduled concurrently with student teaching.

EDUC 422 Language Testing and Material Development...3

This course is designed for students who are currently working with, or plan to work with, students from multilingual environments who are receiving instruction in their native language and/or in English as a second language. It is designed to provide prospective or in-service ESL teachers with theoretical background and practical experience in language testing and materials development for teaching English to speakers of other languages. The course provides a general background in language testing and assessment issues, opportunities to examine

assessment instruments, and practical experience in developing and using formal and informal assessment measures. It also provides opportunities to locate, organize, evaluate, adapt, and create materials for a variety of language classroom purposes. Topics of the course include formal and informal methods of assessing language proficiency, test preparation, multifaceted classroom assessment, the use of rubrics to assess speaking, listening, reading and writing, interpretation of test results, remediation plans based on assessment, education intervention, conducting needs of analysis, effective lesson planning, task design, curriculum planning, syllabus design, and materials evaluation, adaptation, and development.

HEALTH SCIENCE COURSE DESCRIPTIONS

HSCI 200 Health Promotion and Empowerment.....3

This course includes attitudes and life-style practices as they influence healthy lifestyles. Personal health issues, such as personal health practices, fitness, nutrition, safety and emergency measures, mental health, sexuality and family living, will be addressed. Also, aging and wellness will be included.

HSCI 235 Nutrition and Health3

The goal of this course is to better equip students to evaluate and personalize nutrition information. Emphasis is placed on examining one's food choices and choosing diet and lifestyle patterns that promote health and meet personal nutritional needs. The course relates essential science foundational concepts to special topics in nutrition, explores the major functions of nutrients in the body, and the role of nutrients in maintaining health. Additional topics include diabetes, eating disorders, choosing nutritional supplements, fitness and sports, and the role of faith in health promotion.

LIFE FITNESS COURSE DESCRIPTIONS

KINE 100 Life Fitness Course3

The emphasis of these courses is on physical fitness as it relates to good health (versus sport performance, competition, or physical appearance) and Scriptural-based body stewardship. Thus, courses are designed as personal fitness programs. Students will develop short- and long-term goals for fitness as they pertain to their own abilities, interests, and health. The particular skills and techniques of each sport determine the types of exercises participants will learn. Students may choose from a wide array of activities that can be enjoyed at any skill level and practiced throughout adulthood (e.g. yoga, pilates, boot camp, strength training, zumba, etc.). Each course requires regular, vigorous participation for the purpose of fitness so regular attendance is mandatory. Each student must take one KINE 100 for credit to meet the University's core requirement. Repeating KINE 100 in a different activity will not accrue additional credit toward graduation and is not allowed.

KINE 101 Life Fitness for College Athletes.....1

Registration eligibility to be determined by Athletics and Kinesiology Departments.



ENGLISH

Studying English is not just about grammar; it's about becoming informed readers of a diversity of texts as well as professional writers of newsworthy events. In the English Department, we read and interpret everything, from analyzing television commercials for racial stereotypes to identifying the psychological motivations of Iago in Shakespeare's Othello. There are three concentrations within the English Major: Literature, Writing, and Journalism. In these concentrations, we discuss and write on conventional and oftentimes controversial issues surrounding gender, race, religion, class, and culture. In our classes, students develop not only the analytical skills to excel but also the poetic compassion to feel the mystery of language. Within the major, students are exposed to so many disciplines--such as psychology, economics, theology, communications, and gender studies--that they are able to take the practical skills they have learned in analyzing culture to any occupation. By limiting the required credit hours for the major to thirty-nine, our department encourages students to double major or minor in English, supplementing this major with other interests in fields such as Business, Communication, or Education. Graduates of English may pursue occupations in the fields of Law, Publishing, Advertising, Education, Business, Social Work, Activism, Public Relations, and more. English majors become leaders who have the ability to see what is and to imagine what can be.

THE MAJOR FOR THE B.A. IN ENGLISH -
ENGLISH LITERATURE CONCENTRATION

ENGL 205, 206	Survey of British Literature.....	6
ENGL 301, 302	American Literature.....	6
ENGL 310	Literary Criticism and Theory.....	3
ENGL 312	Shakespeare.....	3
ENGL 422	Research Seminar.....	3
ENGL	FOUR 300 and 400-level English Literature electives (ONE 200-level and ONE ENGL 330 literature course permitted).....	12

Subtotal Credit Hours: 33

Choose TWO genre courses, ONE of which must be writing intensive:6

ENGL 207	Studies in Drama	
ENGL 208W	Studies in Poetry	
ENGL 220W	Studies in the Novel and Short Fiction	
ENGL 225	Post-Colonial Women's Novels	

Subtotal Credit Hours: 6

Total Credit Hours: 39

ENGLISH WRITING CONCENTRATION

ENGL 245	Introduction to Creative Writing.....	3
ENGL 423	Writing Seminar.....	3

Choose FOUR from the following:..... 12

ENGL 250	Writing Assistant Training Seminar	
ENGL 299	Seminar by the Sea: Gender Studies in Literature or Creative Writing	
ENGL 317	Writing for Publication	
ENGL 340	Advanced Writing: Essay	
ENGL 341	Advanced Writing: Poetry	
ENGL 342	Advanced Writing: Drama	
ENGL 343	Advanced Writing: Memoir	
ENGL 344	Advanced Writing: Short Fiction	
ENGL 345W	Advanced Writing: Journalism	
ENGL 495	Internship	

Subtotal Credit Hours: 18

English Literature courses:

ENGL 312	Shakespeare.....	3
ENGL	TWO English Literature electives.....	6

Choose TWO genre courses, ONE of which must be writing intensive:6

ENGL 207	Studies in Drama	
ENGL 208W	Studies in Poetry	
ENGL 220W	Studies in the Novel and Short Fiction	
ENGL 225	Post-Colonial Women's Novels	

Choose ONE Modern Period course:.....3

ENGL 302	American Literature	
ENGL 415	Twentieth Century British Literature	

Choose ONE Communications course:.....3

COMM 105	Introduction to Mass Media	
COMM 220	Art of Film	
COMM 240	Rhetoric and Persuasion	
COMM 260	Intercultural Communication	
COMM 300	Rhetoric of Popular Culture	
COMM 320	Media and Culture	
COMM 325	Advertising	

Total Credit Hours: 39

Recommended:

ENGL 200W	Applied Journalism	
ENGL 240	College Newspaper Practicum	
ENGL 310	Critical Theory	
LANG 310	Introduction to Linguistics	

JOURNALISM CONCENTRATION

English Writing courses:

ENGL 200W	Applied Journalism.....	3
ENGL 240	College Newspaper Practicum.....	6
ENGL 340	Advanced Writing: Essay.....	3
ENGL 345	Advanced Writing: Journalism.....	3
ENGL 495	Internship.....	3

Subtotal Credit Hours: 18

English Literature courses:

ENGL 312	Shakespeare.....	3
ENGL 302	American Literature.....	3

Subtotal Credit Hours: 6

Communications Studies courses:

COMM 105	Introduction to Mass Media.....	3
COMM 215	Writing for Media.....	3

Choose THREE Communication Studies courses:.....9

COMM 221	Public Relations	
COMM 222	Analysis of Argument/Discourse	
COMM 320	Media and Culture	
COMM 321	Advanced Public Relations	
COMM 325	Advertising Communication	
COMM 351	Digital Storytelling	
COMM 370	Political Communication	
COMM 371	Global Media	
COMM 406	Communication and Sport	

Other Communications Studies courses may be taken with permission from the English Department Chair.

Subtotal Credit Hours	15
Total Credit Hours	39

**Requires signature of COMM chair to exempt COM 280*

Recommended:

FAPA 160	Computer Graphics	3
MATH 220	Statistics for the Social and Behavior Sciences	3
POLI 103	American Government	3
POLI 104	State and Local Government	3
POLI 380	American Political Thought	3

THE ENGLISH MINOR: LITERATURE

Eighteen hours from literature. One course from COMM 105, 215, 220, 222, 240 or 320 may be used in place of a literature course.

THE ENGLISH MINOR: WRITING

Required ENGL 245. Three courses from ENGL 250, ENGL 340, ENGL 341, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 495 and six credits of English Literature courses. One course from COMM 105, 215, 220, 222, 240 or 320 may be used in place of a literature course.

COURSE DESCRIPTIONS

ENGL 90	Reading Improvement	2
Group instruction and individual exercise to develop speed and comprehension and vocabulary skills. Does not meet core curriculum requirements.		
ENGL 91	Fundamentals of Writing	3
A course designed for students to gain proficiency in writing. Work will include instruction in grammar and in the basic elements of style. Entering students whose scholastic records indicate that they need additional practice in writing are required to take ENGL 91. Does not meet core curriculum requirements. NOTE: Students taking ENGL 91 must take ENGL 102 the following semester in order to receive credit for both courses. Both courses should be taken during the first year. English 91 does not satisfy the core curriculum requirements and must be passed with a grade of C or better before the student enrolls in ENG 102.		
ENGL 102	College Writing	3
A course in analytical writing designed for all students. Work will include discussion of the writing process, practice in writing expository prose, and the execution of a research paper. A minimum grade of C is required.		

ENGL 163	Rhetorical Patterns in Writing	3
This course is designed to help students effectively organize thoughts into clear, coherent essays. Understanding of different rhetorical patterns: narration, description, process analysis, cause and effect, compare and contrast, persuasion, and argument will be gained. Course content includes the writing process, essay structure, the execution of a research paper, audience-centered writing, rhetorical patterns, correct writing, and revising strategies.		
ENG 164	Contemporary Grammar	3
This course is designed to give students an understanding of the mechanics and structure of contemporary grammar and punctuation. Course content includes parts of speech, sentence structure, phrases, clauses, punctuation, and common grammatical errors. Students are encouraged to ask questions and to bring real writing samples for review and correction.		
ENGL 200W	Applied Journalism	3
An introductory writing-intensive course teaching the basics of news and feature writing as well as current trends in convergent journalism, including training in news gathering and ethics. Story assignments are geared toward opportunities to publish in the campus newspaper. Prerequisite for Advanced Writing: Journalism. Enrollment is limited.		
ENGL 203, 204	Masterpieces of European Literature	3, 3
Recommended background for students intending to major in English. Concentrates on the great works and ideas which have helped to shape the life and thought of western civilization. First semester: to the Renaissance. Second semester: from the Neo-classical Period to the present. Open to all students.		
ENGL 205, 206	Survey of British Literature	3, 3
A survey of the important periods, movements, genres, and writers of British literature from the Old English to the modern period. Intended as a context for upper-division courses and as a bridge for gaps in the student's knowledge. First semester: Beowulf through the eighteenth century. Second semester: the nineteenth and twentieth centuries. Open to all students. Required for English Literature majors.		
ENGL 207	Studies in Drama	3
A study of the development of drama, considering older models but emphasizing major themes, genres, and stylistic developments in twentieth century drama. Open to all students.		
ENGL 208W	Studies in Poetry	3
A study of poetry to discover its intimacy with daily experience, emphasizing the evolution of poetry through its changing use and developments in form and individual expression. Open to all students. A writing-intensive course.		
ENGL 210	The Literature of Women	3
A study of the work of women writers who have made significant contributions to literature in the English language, using the tools of literary criticism and feminist theory. Open to all students.		
ENGL 220W	Studies in the Novel and Short Fiction	3
A writing-intensive course that examines the elements of fiction in short story and novel form, selecting contemporary authors who focus on justice issues and multicultural experience.		



- ENGL 225 Post-Colonial Women's Novels**3
A study of novels written by women from the developing world, in the post-colonial period (generally the 1960s on). Students read theory of the novel and post-colonial literary theory, as well as novels from Africa, the Middle East, Asia, and Latin America. These novels are considered in regional and international context.
- ENGL 235 Global Fiction**3
Focusing on award-winning novels from non-Western countries, this course examines a number of cultural issues—social, political, and religious—that shape, empower or challenge personal identity and national character. We will explore many of the following questions: What is the impact of European colonization on native people? What cultural conditions allow a character to achieve his or her aims or possibilities? How can economic, social, and spiritual alienation be overcome? Finally, we will notice that these authors are interested in the power of fiction not only to invent but to alter current social realities.
- ENGL 236 Young Adult Literature**3
This course examines contemporary young adult literature (YAL) and its main categories, including realistic fiction, fantasy, dystopian/sci-fi, historical, memoir, and graphic novel. We will consider the literary merits of selected award-winning and notable YAL texts as well as their potential to contribute to larger discussions of social, multicultural, and justice issues. Connections between YA novels/memoirs and the multi-media landscape of film, social media, blogs, etc. will also be explored. Students will have the opportunity to produce both critical and creative works as they respond to texts as well as present on current trends in YAL.
- ENGL 240 College Newspaper Practicum**1-9
This course provides an on-campus learning experience on staff at the student newspaper, *The Waltonian*. One credit is awarded for 40 hours on the job up to a maximum of three credits in one semester. Hours calculation shows that a staff writer can earn one credit in a semester; a section editor, two credits in a semester; a managing editor or editor-in-chief, three credits in a semester. The course may be repeated, up to a maximum of 9 credits. Prerequisite: ENG 200 or permission of the instructor.
- ENGL 245 Introduction to Creative Writing**3
The course introduces students to creative work in three of the following genres: poetry, fiction, nonfiction, and drama. Through careful craft analyses of literary texts, students will learn to read as writers, and write using basic conventions of each genre. The study of theory, discussion of writing strategies, and participation in in-class workshops help prepare students to produce a polished manuscript consisting of two revised pieces in the genres covered. Students focus on the concepts of image and sound, as well as an exploration of the creative process.
- ENGL 250 Writing Assistant Training Seminar**3
A seminar offering training in both theory and practice for students planning to work as writing assistants in Eastern's Writing Center. Topics include writing center theory, effective interpersonal communication, and the teaching of grammar and writing strategies. Prerequisites: 3.0 cumulative GPA and interview with Writing Center staff during the spring semester prior to course.

- ENGL 299 Seminar by the Sea: Gender Studies in Literature or Creative Writing**3
Eastern offers a unique 3-week faith-based course on gender studies. Drawing students from around the country, this gender studies course, focusing on literature/writing, allows students to live in community and explore what it means to live in a gendered society. Topics include women in politics, differing masculinities, women in the global community, gender in the church, constructions of gender and race, gender and violence. This course is offered bi-yearly during Summer I session, in Oceanwood, Maine.
- ENGL 301, 302 American Literature**3, 3
A survey of the development of literature in the United States. First semester: from colonial writers to Walt Whitman. Second semester: from Emily Dickinson to contemporary writers. Recommended for upper-division students.
- ENGL 310 Literary Criticism and Theory**3
This course reviews the history and current practices of literary criticism and theory, which is the systematic study and analysis of literature, from Plato to the present. Students will learn 1) to discuss the concepts and terms produced by foremost authors who have shaped literary movements; 2) to practice the basic skills of writing within several contemporary approaches to literature, some of which may include New Criticism, Feminism, Marxism, Psychoanalysis, Deconstruction, and Cultural Studies. This course is designed to increase and broaden a student's analytical and interpretive skills as well as to offer a basic foundation in theory for courses in graduate school. This course should be taken before senior year and is a required course for English Literature majors.
- ENGL 312 Shakespeare**3
A study of the development of Shakespeare's art and thought within the context of the Early Modern Period. Recommended for juniors and seniors.
- ENGL 314 Chaucer and Medieval Literature**3
A study of Chaucer in the context of other medieval writers (Malory, Langland, the Pearl Poet, etc.) with attention to continuities from the Old English period. Recommended for juniors and seniors. Offered in alternate years.
- ENGL 315 Irish Literature**3
This course introduces students to some of the great works and writers of Irish literature. Starting with a brief overview of Irish history, language, and culture as well as considering samples from Celtic mythology and Irish folklore, the course will go on to concentrate on literature written from the late nineteenth century to the contemporary period.
- ENGL 316 Scottish Literature**3
This course introduces students to some of the great works and writers of Scottish literature. Starting with a brief overview of Scottish history, language, and culture as well as considering samples from Celtic mythology and Scottish folklore, the course concentrates on literature written from the time of Robert Burns (late 18th century) through the twentieth century and the contemporary period.

- ENGL 317 Writing for Publication** 3
Students in this advanced writing course will be introduced to publication, including traditional avenues, options in self-publication, and eBook applications. They will practice crafting cover letters, managing submissions of their own work, and learn what to do in the face of rejection letters. In addition to refining their fundamental skills for the field—including the development of publishable writing samples—the course provides an opportunity for students to reflect on the cultural role of publishing and the contemporary emergence of the “virtual” publishing environment.
- ENGL 326 Renaissance Studies** 3
A study of Renaissance literature, this course is arranged by thematic units—cosmology, geography, science, theology, politics, history, and apocalypse— in order to emphasize how Renaissance literature emerged from and even shaped its cultural context. Some artists such as Michelangelo and even some mystics such as Teresa of Avila will be discussed, but the class will center on many of the following authors: Christopher Marlowe, John Donne, George Herbert, Francis Bacon, Michel de Montaigne, Elizabeth Cary, Ben Jonson, Sir Thomas Browne, Anne Askew, and Sir Thomas More.
- ENGL 327 Milton and the Seventeenth Century** 3
A study of the works of John Milton, a revolutionary poet, who wrote the epic *Paradise Lost*. This course introduces students to Milton’s work and past through his theological, political, and cultural context.
- ENGL 328 English Literature of the Restoration and Eighteenth Century** 3
A study of the major themes and writers of the period 1660-1800, with an emphasis on poetry but with attention also to drama, fiction and non-fictional prose. Writers such as Dryden, Pope, Swift and Johnson will be emphasized. Recommended for juniors and seniors. Offered in alternate years.
- ENGL 336 Russian Literature in Translation** 3
The aim of the course is to introduce the student to some of the masterpieces of the Golden Age of Russian Literature. Employing a cultural, social and historical approach to literary analysis, the students will also become familiar with the history, culture, religion, and society of nineteenth-century Russia. Students who complete this course will be able to identify key Russian authors, their critiques and concerns with Russian Society, and integrate this information into an analysis of how Russian literature was both shaped and helped shape Russian life.
- ENGL 337 Modern Greek Literature in Translation** 3
The course treats both prose texts and poems by modern (post 1800) Greek writers. It will emphasize, inter alia, the texts’ distinctively Greek character (i.e., how they reflect Greek life, manners, culture, religion, philosophy, politics, etc), and thus what makes them witness to modern Greek culture, thought, and life. Four main questions or themes dominate the calendar of class readings. These questions will be augmented by visits to Greek festivals and Greek parishes, movie nights (with Greek cuisine), and visits to area museums.
- ENGL 340 Advanced Writing: Essay** 3
A workshop course that includes analysis and writing of short and long forms of contemporary creative nonfiction such as the personal essay, the formal essay in its modern expression as literary or immersion journalism, and the lyric essay. Attention is given to invention, research, and manuscript revision and preparation for publication. Enrollment is limited; junior and seniors are given preference.
- ENG 341 Advanced Writing: Poetry** 3
Practice in writing poetry. Consideration is given to the formal properties of poetry, and students are asked to produce work in several forms (e.g., sonnet, lyric). Enrollment is limited; junior and senior English majors are given first consideration. Prerequisite: Eng. 208 strongly recommended.
- ENGL 342 Advanced Writing: Drama** 3
A workshop course that provides practice in writing drama from exploratory character biography, monologue, and scene planning to a 10-minute play. Incorporates exercises in set design and casted readings to simulate the elements of drama that are outside the script. Enrollment is limited; junior and senior English majors are given first consideration.
- ENGL 343 Advanced Writing: Memoir** 3
Students in this advanced writing course will practice writing memoir, exploring memories and themes from personal experience to attempt to arrive at universal truths. Students will read and discuss several contemporary memoirs in order to better understand the genre. Topics include the changing nature of memory and the distinctions between private and public language. The course combines reading, writing, analysis, workshop and discussion. Enrollment is limited; junior and senior English majors given first consideration.
- ENGL 344 Advanced Writing Fiction** 3
This workshop course provides practice in writing short stories, with emphasis on invention, craft-based feedback and revision. By examining formal elements of realistic fiction, such as tension and crisis action, students compose their own fiction of varying lengths and engage in workshops with their peers and professor. Fictional sub-genres are also explored. Enrollment is limited; junior and senior English majors are given first consideration.
- ENGL 345W Advanced Writing: Journalism** 3
A workshop course that offers advanced practice in journalistic research and writing of news, study of classic and contemporary examples of journalistic excellence in article and book form, and development of a code of ethics. Students write on speculation for a magazine. Prerequisite: ENG 200. Required of journalism concentration majors, normally in the senior year. Enrollment is limited. Prerequisite: Grade of C or better in ENGL 200.
- ENGL 403 Romantic Era Literature** 3
A study of the major themes and poets of the English Romantic movement with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Recommended for juniors and seniors. Offered in alternate years.
- ENGL 405 Victorian Era Literature** 3
An examination of the literature of the Victorian period to see its relation to the tradition of English literature and to gain an understanding of the age and its relevance to the twentieth century, emphasizing the novel and poetry. Recommended for juniors and seniors. Offered in alternate years.



ENG 410 The Teaching of English3
 Designed for junior and senior English majors who are interested in developing teaching of English skills as well as improving their own writing. Each participant will team-teach with a faculty member in one of the basic writing courses or in a public high school. Admission is by permission of the instructor. 3.0 GPA required.

ENGL 412 James Joyce Seminar
 This course provides an analysis of the major works of James Joyce, one of the leading figures of modernist literature. The student will become familiar with Joyce's life and the influences on his work, as well as the important contributions he made to 20th century English literature. Offered in alternate years.

ENGL 415 Twentieth Century British Literature.....3
 A study of selected writers from the British Isles from about 1900 to the present. Recommended for juniors and seniors. Offered in alternate years.

ENGL 422 Research Seminar.....3
 Directed research and writing of a substantial paper on a topic to be negotiated by student and instructor. The course will emphasize advanced research techniques and literary analysis, and will culminate in delivery of the paper in a public forum. Required of and limited to English Literature majors, normally in the senior year. Note that this course is ONLY offered in the Spring semester.

ENGL 423 Writing Seminar.....3
 Directed writing of a major work in a genre to be selected by the student. The work will be performed or presented in a reading to English majors and the English faculty at the culmination of the semester. The work should also be suitable for publication. Required of and limited to English writing majors, normally in the senior year. Note that this course is only offered in Spring semester and cannot be taken by way of individualized instruction.

ENG 495 Internship.....3
 An internship provides the opportunity for English majors to gain practical experience.

ENVIRONMENTAL SCIENCE

See Biology

ENTREPRENEURIAL STUDIES

See Business Programs

EXERCISE SCIENCE

See Kinesiology Programs



FINE ARTS

THE MINOR IN FINE ARTS

FAPA 110	Introduction to Music	3
FAPA 120	History and Appreciation of Art	3
THEA 204	Introduction to Theatre	3

Choose one of the following:

DANC 233	Liturgical Dance History and Practice or	
DANC 250	Modern Dance or	
DANC 260	Classical Ballet History or	
DANC 365	Black Dance History or	
DANC 375	World Dance History	3
	Electives in Music, Dance, Art, or Theatre	6

Total Credit Hours: 18

COURSE DESCRIPTIONS

FAPA 110 Introduction to Music

This course traces the evolution of musical style throughout history and includes the basic elements of music, the instruments of the orchestra, important forms and types of music, and representative works of great composers. The course is designed to promote greater enjoyment in music listening.

FAPA 120 History and Appreciation of Art

The study and enjoyment of art and its various expressions, particularly painting, sculpture and architecture. The course uses an historical approach in which each of the great periods of art is considered in relation to its social, religious, and philosophical conditions.

FAPA 140 Opera: Total Art

In the process of listening to the great masterpieces of the musical genre, opera, this course enables the student to appreciate opera as a collaboration of many arts (music, theatre, dance, visual arts), united in one great artistic event. From its origins in the Baroque period to the 20th century, the student will gain insight into the history of classical music through the development of opera as represented by the hallmark characteristics of the great operatic composers from each period of music (i.e., Baroque, Classical, Romantic and 20th century). In addition, this course enables the student to gain appreciation for the glorious art of singing, to observe the role of the orchestra in opera, to recognize the importance of the literary text or libretto, and to observe opera's reflections on the spirit of the times.

FAPA 160 Computer Graphics

This course is designed to provide the basic skills necessary for the successful use of an industry standard graphics program, Adobe Photoshop, and is specifically intended for the inexperienced student. The basics of computer based image sourcing and creation and manipulation and use of special effects will lead to familiarity with resources and skills needed for the composition, editing, transfer, and storage of images. Basic design concepts including unity, balance, rhythm and color will be discussed and integrated into projects. This course will increase skills for those who have some experience with the programs and will offer a solid introduction to them and the Mac OS for those who have no such experience. Due to limited space, registration will be forfeited if the student does not attend the first class or make arrangements to be excused.

FAPA 280 Text in Context

A travel course starting with classroom study and concluding with on-site application of the studied material. The aim is to experience, explore, analyze and understand the interrelation of various arts (literature, painting, sculpture, theatre, music), history, environment (geographical, architectural, political) within the larger context of faith. Different countries and cities and different themes will be emphasized in different years.

FAPA 300W Arts Integration in the Classroom

This writing intensive course investigates creative process within the educational framework. Primary focus is given to concepts of multiple intelligences theory, multicultural literature, and integrated arts curricula. Both theory and practice are included in this experiential class.

GEOGRAPHY

COURSE DESCRIPTION

GEOG 201 World Geography

A survey of world geography and an intensive study of the relationship of humankind to their natural environment. Climate, topography, and natural resources in various regions of the world are examined for their effect on the culture, economy, and welfare of the population.

HISTORY

THE MAJOR FOR THE B.A. IN HISTORY

A minimum grade of C in INST 160, 161 is a requirement for all History Majors.

Required

HIST 201/202 U.S. History Survey

HIST 210W Historiography: Varieties of the Historical

Interpretation

HIST 414 Historical Interpretation and Integration

Subtotal Credit Hours: 12

PRE-MODERN EUROPE

Choose one from the following courses:

HIST 315 Ancient Greece

HIST 316 Rome: Republic and Empire

HIST 317 Early Middle Ages

HIST 318 High Middle Ages

HIST 319 The Renaissance

HIST 320 Age of Reformation: 1500-1648

MODERN EUROPE

Choose ONE from the following courses:

HIST 321 The Age of Reason: 1648-1789

HIST 322 The Age of Revolutions: 1789-1848

HIST 323 The Age of Empires: 1848-1914

HIST 324 Twentieth-Century Europe

HIST 325 Cultural & Intellectual Origins of the Holocaust

HIST 420 European Intellectual History



AMERICAN

Choose ONE from the following courses:3

HIST 435	U.S. Legal History
HIST 440*	The Black Church in America
HIST 450	Colonial and Revolutionary
HIST 460	The Early American Republic
HIST 470	American Intellectual History
HIST 480	Civil War and Reconstruction
HIST 485	The Gilded Age and Progressivism
HIST 490	The Modern United States

NATIONAL, REGIONAL OR TOPICAL

Choose TWO from the following courses:6

HIST 333	Medieval and Renaissance England
HIST 334	Great Britain since 1603
HIST 335	World since World War II
HIST 342	Topics in the History of Science
HIST 350*	African-American History
HIST 352*	Russian History
HIST 353*	History of the Middle East
HIST 354*	History of Latin America
HIST 370	History of Economic Thought
HIST 371*	The Byzantine Empire
HIST 372*	Eastern Orthodox History and Theology

*Fulfills Knowledgeable about a Culture Beyond the West general education requirement

Subtotal Credit Hours _____ 15

ELECTIVES IN HISTORY

15

Choose FIVE elective HIST courses at 300 and 400-level (may include an additional CSE or Senior Seminar)

Subtotal Credit Hours _____ 15

Total Credits Hours _____ 42

THE MINOR IN AMERICAN HISTORY

HIST 201, 202 and 12 additional hours selected from HIST 435, 440, 450, 460, 470, 480, 485, 490.

THE MINOR IN EUROPEAN HISTORY

INST 160, 161 and 12 additional hours selected from HIST 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 333, 334, 352, 371, 372, 420.

COURSE DESCRIPTIONS

Courses are normally offered on alternate years, with HIST 201, 202, offered each semester; 210 is offered in the spring; and 416 offered annually in the fall.

HIST 201 U. S. Survey to 18773

Survey of the history of the United States from its colonial beginnings to the close of reconstruction following the Civil War. Political, economic, social, and cultural developments will be stressed. Offered in fall and spring.

HIST 202 U. S. Survey Since 18773

Survey of the history of the United States from the close of reconstruction to the present time, stressing political, economic, social, and cultural developments. Offered in fall and spring.

HIST 210W Historiography: Varieties of the Historical Interpretations3

This course will introduce students to the state-of-the-art in critical thinking about history and history writing. It will assist students in developing a sound appreciation of the recent challenges to historians and their craft from (largely) literary quarters—especially from deconstructionists of various stripes and commitments. We will negotiate what is actually an old problem in epistemology—the essential tension as it were between knowing everything and knowing nothing, in this case about the past. Integral to this pursuit will be to cultivate a Christian understanding of this great debate, conversation, between modernity and the Enlightenment and its post-modern challengers. The course normally will be taken in the spring semester of the junior year. Offered every spring. Writing-intensive course.

HIST 315 Ancient, Classical, and Hellenistic Greece3

Covers the history of Ancient Greece and the rise of the Greek peoples from 1400 BC to its eventual subjugation by the Romans in the second century, BC. Covers major epochs, political actors, thinkers, writers, institutions, cults and religion, apologists, and political and cultural expansion.

HIST 316 Roman Republic and Empire3

Covers the history of Rome from the Earliest Republic to its supremacy as Empire, till its collapse in the West under the Barbarian invasions. The major epochs, political actors, thinkers, writers, institutions, religions and cults, apologists and controversies, and its expansion politically, materially, and culturally will be covered.

HIST 317 Early Middle Ages (c.410-c.1000)3

Beginning with the collapse of the Western Roman Empire, this course treats the origins of the new western European civilization through its troubled birth among various invaders, Germanic, Nordic, Magyar, and Saracen, and the synthesis that emerged between the old and new orders as tempered by the Christian Church, through the 10th century.

HIST 318 High Middle Ages (c.1000-c.1330)3

Covers western European history from the eleventh through the early fourteenth centuries, emphasizing the conflicts of Church and state, the development of the medieval synthesis, the rise of the Feudal monarchies, the relations of the West with Byzantium and Islam, and the intellectual, cultural, and economic expansion of western Europe.

HIST 319 The Age of the Renaissance (c.1330-1536)3

This course covers the fourteenth, fifteenth, and early sixteenth centuries of western European history, emphasizing the period's literary, artistic, cultural, intellectual, and religious elements generally termed as Renaissance Humanism. Emphasis is also placed on the conflicts within the late medieval church, the decline of the Byzantine Empire and its impact on the Renaissance, and the rise of the nation state.

HIST 320 The Age of the Reformation (1500-1648)3

A study of the political, economic, cultural, and religious developments in the age of the Reformation in the sixteenth and early seventeenth centuries against the background of the later Middle Ages and the Renaissance.

- HIST 321 The Age of Reason (1648-1789)** 3
An in-depth study of the intellectual, political, social, and religious aspects of Western Europe in the late seventeenth and eighteenth centuries, emphasizing the growing secularization of European thought in the period.
- HIST 322 The Age of Revolution (1789-1848)** 3
Beginning with the French Revolution, this course will examine the radical political, ideological, social, artistic, and literary movements that transformed the face of Europe in the nineteenth century.
- HIST 323 The Age of Empires (1848-1914)** 3
Beginning with the Revolutions of 1848, this course will study the growth of nationalism, imperialism, and colonialism, examining how these forces became major factors in the outbreak of the First World War.
- HIST 324 Twentieth Century Europe** 3
A study of European civilization in the twentieth century beginning with the causes of World War I, the events of that conflict, including the Russian Revolution and the peace treaties, the rise of dictatorships leading to World War II, decolonization, the Cold War through the collapse of Communism, the growth of socialism, the welfare state, and the European Economic Community.
- HIST 325 Cultural and Intellectual Origins of the Holocaust** 3
Explores the historical, cultural, psycho-sexual, social, and religious roots of the totalitarian (Nazi) mind, in an effort to comprehend one of the great enormities of the 20th century: the systematic mass murder of Jews and other groups in Europe, from the late 1930's through the Allied Liberation of the Death Camps in 1945.
- HIST 333 Medieval and Renaissance England** 3
A study of Anglo-Saxon England, the Norman Conquest and its results, medieval England, and the Tudor period.
- HIST 334 Great Britain Since 1603** 3
A study of the political and social history of Great Britain and the British Empire from the reign of King James I to the present.
- HIST 335 The World Since World War II** 3
A study of the history of the world from the close of World War II with a focus on Europe, the United States, China, the Far East, and the Third World nations. Major topics: post-war reconstruction, the Cold War, the end of colonialism, the emergence of Third World nations, the decline of Communism, and the new world order.
- HIST 350 African-American Historical Survey** 3
A study of the emergence of the African-American community including the African roots, the American system of slavery, slave resistance and the abolitionist movement, Civil War and Reconstruction, growth of the Jim Crow system, the Civil Rights movement, and the impact upon the family, church, and social structures of the community. This course fulfills the Knowledgeable about Global Diversity general education requirement.
- HIST 352 Russian History** 3
Religious, political, economic, and intellectual development of Russia from Kievan Russia to the present. This course fulfills the Knowledgeable about Global Diversity general education requirement.
- HIST 353 History of the Middle East** 3
A study of the history of Western Asia and North Africa from the time of Muhammad to the present, with emphasis on the development of Islamic civilization, the growth and decline of the Ottoman empire, and the development of modern nationalism in the region. This course fulfills the Knowledgeable about Global Diversity general education requirement.
- HIST 354 History of Latin America** 3
A study of Latin American history from the Indian and colonial periods to the present with concentrated study on the major problems of the twentieth century. This course fulfills the Knowledgeable about Global Diversity general education requirement.
- HIST 370 History of Economic Thought** 3
This course examines major developments in the history of economic analysis, placing special emphasis on the way that respective social milieus of economic thinkers affected their understanding of the economic order. Particular attention is given to ideological and cultural factors which have shaped the development of capitalism. Prerequisites: Minimum grades of C in ECON 205.
- HIST 371 The Byzantine Empire** 3
A survey of the history and culture of the Byzantine Empire (c. 300-1453) in art, literature, theology, diplomatics, statecraft, the writing of history, and military administration; noting its place in the medieval world, the writers and voices of Byzantium itself, and its impact on the world to the present. This course fulfills the Knowledgeable about Global Diversity general education core requirement.
- HIST 372 Eastern Orthodox History and Theology** 3
This course introduces the historical trends and doctrinal themes of the Eastern Orthodox Church by the use of materials both theological and historical; tracing developments through the early Christological and Trinitarian controversies, and how these influenced Orthodoxy's later mystical piety, iconography, liturgy, and prayer. (Applies as a Theology Elective.) This course fulfills the Knowledgeable about Global Diversity general education requirement.
- HIST 373 History and Culture of Arabic Christianity** 3
A study of the peculiar path of Arabic Christians, emphasizing especially their world after the Muslim conquests, and of their life in dhimmi status, going slowly from the majority population in Syria, Jordan, Egypt, and Palestine, to one of struggling and oft persecuted minority. Course will be augmented by visits to local Syrian parishes and festivals, and visits to museums.

- HIST 414 Historical Interpretation and Integration**.....3
The Culminating Senior Experience (CSE) explores various topics in History across a spectrum of time, subject, and place. This variation of topics will allow students to explore topics with which they have an affinity, and not constrain them to one they do not. The CSE requires students to demonstrate their knowledge of the particular syllabus's subject in relation to the various schools of historical interpretation, their own Christian thought, and to the mission of Eastern University. They will do this through the production of a thesis in which they demonstrate their own interpretation of historical data in light of the various schools of historical interpretation and in relation to a Christian understanding of History. Demonstration of particular course goals will be augmented by the production, above the thesis, of short papers or projects.
- HIST 420 European Intellectual History**.....3
This course surveys principal patterns of European intellectual and philosophical life, from the early 1600's to the collapse of Marxism at the end of the twentieth century.
- HIST 440 The Black Church in America**3
The development of the religious experience among African-Americans beginning with the African roots, the slave and free black churches, the impact of emancipation, the struggle for status and Civil Rights, and the modern alternatives; emphasis will be given to the leadership of the movement. This course fulfills the Knowledgeable about Global Diversity general education requirement.
- HIST 450 Colonial and Revolutionary America**3
From the early encounter of European and Native American cultures at the close of the fifteenth century to the ratification of the United States Constitution in 1788. Particular attention is paid to the rise of slavery, the meaning and impact of the Great Awakening, the growth of the colonial economy, and the emergence of a distinct colonial political culture. The course concludes with discussion of the Revolutionary War era, from the breakdown of the British imperial system to the formation of an independent United States under a republican constitution.
- HIST 460 The Early American Republic**.....3
From the ratification of the Constitution in 1788 to the close of the Mexican War in 1848. Particular attention is paid to the development of political parties, geographic expansion, the market revolution, religious renewal and change, and the racial and sectional tensions arising from the institution of slavery.
- HIST 470 American Intellectual History**.....3
A course in the origins and development of the various ways in which Americans invoked ideological or philosophical interventions to change or protect their lives, whether those interventions took the form of literature, philosophical treatises, protest writings, or writing about art and architecture. We will concentrate especially on several salient themes in American intellectual history: the interaction of America as a province with Europe, the long-term influence of Christianity and especially Calvinism, the role of the Lockean Enlightenment and its controversy with Christianity, and the impact of ideas on social structure, as exercising either a conserving or reforming influence.

- HIST 480 Civil War and Reconstruction**.....3
From the close of the Mexican War in 1848 to the end of Reconstruction in 1877. Focuses on the political crises leading up to the Civil War; the course of the war on the battlefields and among civilian populations; the internal social and political conflicts arising from the war in both the Union and the Confederacy; and the impact of Reconstruction on race relations in the South.
- HIST 485 Gilded Age and Progressivism**.....3
This course focuses on Reconstruction of the American Republic after the Civil War, and the conflicts generated by post-war disillusion with the republican ideal and development of mass market industrial capitalism. Special emphasis is placed on the Progressive critique of industrialism and the period's consummation in World War I.
- HIST 490 The Modern United States**.....3
This course will study the emergence of the United States as a world economic and political power. Particular attention will be given to post-1945 ideological and political struggles between the United States and the Soviet Union and the long-term economic after-effects of that struggle.

INTERDISCIPLINARY STUDIES

THE MINOR IN GENDER STUDIES

Eighteen hours in gender studies chosen from the following list of 3-credit courses: BIBL 325, BIBL 365, COMM 304, COMM 322, ENGL 210, ENGL 225, ENGL 299, POLI 316, PSYC 299, PSYC 322, SOCI 310, SOCI 312, SOCI 315, SOWK 110, SOWK 253, THEO 316, THEO 319. Contact: Dr. Landi Turner.

THE MINOR IN ORTHODOX THOUGHT AND CULTURE

The Interdisciplinary Minor in Orthodox Thought and Culture entails broad investigations of the spiritual, cultural, political, ecclesiastical, literary, philosophical, and aesthetical dimensions and mentalities that make up the greater world of Orthodox Christianity. Through courses in history, literature, and theology, and through independent studies and study abroad experiences, students who take this minor will be introduced into the larger world of Orthodox Christianity. 21 hours from the following courses: HIST 352, HIST 353, HIST 371, HIST/THEO 372, HIST 373, ENGL 336, ENGL 337, THEO 322.

COURSE DESCRIPTIONS

- INST 100 Introduction to Leadership**.....2
A seminar designed to provide academic and experiential knowledge of leadership theory and practice. Each participant will understand and use her or his own leadership style and be able to identify and analyze leadership issues as they are played out within groups on campus. Prerequisite: Leadership Fellows Program.
- INST 110 Learning In Virtual Community**.....3
This course serves as the introductory course for the degree. It introduces students to the unique context and skill sets of the accelerated adult online environment, including experiential learning and writing, as well as an orientation to learning within a cohort or community-based model.

- INST 111 The Dynamics of Individual and Group Development** 1
Presents theoretical models for use by resident assistants in Eastern's residence hall program. Course looks at the development tasks of college students and provides an overview of the role of paraprofessional counselors. Prerequisite: Open only to resident assistants. This course does not apply to the Psychology minor. Offered in fall.
- INST 150 Introduction to Faith, Reason and Justice** 3
This course introduces students to the mission and values of Eastern University by exposing them to the three major commitments of the University: faith, reason, and justice, as well as to the related themes of community, scholarship, service, and church. Students are assigned sections by major area of interest. The instructor is their academic advisor for the first year. Twenty hours of service learning is part of the course requirement. Required of all students with fewer than 24 hours of college classroom credit, to be taken in the first semester on campus.
Note: Students who matriculate with fewer than 24 earned credits are expected to complete INST 150: Introduction to Faith, Reason and Justice in their first semester on campus. Completion of this course is a requirement for graduation. A student wishing to withdraw from the course must have written approval from the Director of Advising and First-Year Programs. This approval must be noted on the add/drop form that is submitted to the Registrar's office. Student will not be withdrawn from the course without a signature from the Director of Advising and First-Year Programs. A student who withdraws from INST 150 must also complete a contract stating that he or she will re-enroll in the course the following fall semester. Consistent with the course repeat policy, a student may register for a course a maximum of two times. Therefore, the student must successfully complete INST 150 on his or her second attempt.
- INST 151 Introduction to Faith, Reason and Justice** 1
This course introduces transfer students to the mission and values of Eastern University by exposing them to the three major commitments of the University. Required of all students who transfer with 24 hours or more of college classroom credit.
- INST 160 Heritage of Western Thought and Civilization: The Ancient World** 3
This course will survey the origins and development of Western civilization in its literature, philosophy and history, from the ancient world through the Middle Ages to the first European empires. It will ask, from both Christian and competing perspectives, how Western civilization has attempted to define human relations, public government, and its understanding of the natural world. The class is organized around a core of readings in primary sources.
- INST 161 Heritage of Western Thought and Civilization: The Modern World** 3
This course will survey the emergence of modern Western civilization to global stature through its literature, philosophy and history, from the French Revolution through the end of the Cold War. It will ask, from both Christian and competing perspectives, how modern Western civilization has incorporated the industrial, intellectual, scientific and political revolutions of the 19th and 20th centuries, and how they have challenged the Christian faith. The class is organized around a core of readings in primary sources.
- INST 213 Heritage of India** 3
This is a course in the history, literature, philosophy, and values of India. The Indian civilization covers a 4,000-year span and includes influences from the Middle East, China, and Europe; yet it has had a consistent tradition of its own. We will examine the Indian perspective through its current social structure, religion, literature and the arts, and by archeology and writings of past centuries. Throughout, we will give Christian critique as well as appreciation for the thoughts and practices that this civilization has produced.
- INST 214 Africa's Triple Heritage and the Modern World** 3
This course explores the nature and impact of the modernization process and modernity on the African continent. A review of the history of the "Triple Heritage" (African indigenous, Islamic and Western Christendom) will acquaint the student with the primary ideas and traditions that shape the African outlook. A model of modernity as it has developed most fully in the West will be elaborated and a critical exploration of its applicability to African experience will be probed. Biblical and theological questions and resources will be explored in order to construct a Christian in Africa.
- INST 215 Heritage of Native North American Peoples** 3
This course will cover origins of the earliest Americans and the subsequent development of culturally distinct areas across North America, and will identify and explore historical and cultural contributions. Specific contemporary problems and issues, the current status of Indians' struggle for survival, and implications for the future and ongoing contributions of the American Indians to the greater American culture will be investigated.
- INST 216 The Heritage of (Country or Region)** 3
Under the rubric, The Faith and Art Series, a series of travel courses for students who seek to know the meaning and function of artistic expressions within the faith communities of the world. Offered throughout the year, and in selected locations around the world, students will dialogue and participate with artists and their music, dance, poetry, and art. Participants will gain first-hand knowledge of a culture's worldview and the role of the arts in worship and life within urban contexts. Specific emphasis is placed on the arts in community transformation.
- INST 218 The Heritage of Islam** 3
This course will explore the history of Islam, and the beliefs, practices, institutions, and social lives of Muslims. The course will stress appreciation and understanding of Islam and will include critique from a Christian perspective. We will learn the Arabic names for various aspects of faith and piety. We will consider the Qur'anic references to Jesus and Christians, various Islamic interpretations of these passages, and possible responses. We will examine the conflicting faces of contemporary Islam throughout the world, its varied political expressions, and its answers to contemporary social issues. The course will seek to prepare students from informed interaction, cooperation, and dialogue with – and Christian witness to – the Muslim community.



- INST 219 Heritage of Brazil**3
 This course will examine the history, culture, literature, and religions of Brazil. Three land masses and three people groups make up this huge diverse nation. Native American, Portuguese and African blending created Brazil's rich, fascinating identity and heritage. We will survey Brazilian civilization over a 500 year span beginning with its Indigenous people and moving to first contact, slavery, colonization and independence up to today. Throughout, we will engage a Christian worldview and appreciation for the thoughts and practices that Brazilian people have produced, and their significant presence on the world stage.
- INST 222 Foundations of Critical Thinking**3
 This course assists students in developing the ability to reason logically and assess the value and validity of persuasive communication. Topics include components of sound argument, quality of arguments, ambiguity in communication, standards of thinking, identification of assumptions, and examining supportive evidence. This is a foundational course drawing on the disciplines of philosophy and other disciplines. Satisfies the general education requirement for Critical Reasoning/Argument and Analysis.
- INST 270 Justice in a Pluralistic Society**3
 This interdisciplinary course uses both biblical and philosophical frameworks to examine the complexities of social justice in a pluralistic society. The focus is on the United States, with connections to the global community. Principles of social justice are used to explore issues of race, gender and class. Emphasis is placed on the student understanding her/his own identity and life situation, including what values, attitudes, and knowledge have shaped her/his own worldview. Attention is given to students developing skills in interacting with people from diverse groups and in bringing about social justice in the larger society. Required of all students during their second year.
- INST 271 Justice in Caring for Vulnerable Populations**....3
 This is an interdisciplinary course that employs biblical and philosophical frameworks to examine the complexities of social justice as they relate to vulnerable populations. The vulnerable groups covered include of ethnic group membership, gender, and class. Participants in the course will explore these issues of social justice as they occur within the context of caring professions, such as health disparities, health care access, and health literacy. This course fulfills the breadth core requirement of knowledgeable in doing justice, which is defined by Eastern University as the ability to utilize biblical, theological, and philosophical resources to evaluate perspectives on social, economic, and political justice and to identify personal and structural responses to injustice.
- INST 300 Leadership Development Practicum**..... 1
 A practicum for students holding leadership positions in campus groups. Participants will consider different leadership styles, the functions of a leader, group dynamics and communication skills, while identifying and exercising their own individual leadership styles. Prerequisite: Leadership Fellows Program. Grading is pass/fail.
- INST 340 Transforming Leadership through Innovation** .3
 This course is dedicated to the Leadership Fellows Programs' mission. In order to awaken, educate, and embolden LFP students to create innovative solutions to help address the current societal problems and to influence the world, this course will emphasize the importance of creativity in leadership. Through a creative and biblical lens students

will learn the importance of using innovation inside our changing world, and understand the unique challenges inherent in managing creative people and managing for creativity in organizations. Students will be challenged to think about how they are branding their ideas, their identity, and their vision and be encouraged to participate in a hands-on entrepreneurial project that showcases their creative leadership and innovation.

INST 350 Judeo Christian Perspectives on Leadership3
 Examples of Old and New Testament leadership are studied in the context of God's relationship with humankind throughout the Bible narrative. Application of contemporary leadership theories will be emphasized. Students compare and contrast leaders in the Bible with examples of leadership in their professional and personal lives. Prerequisite: INST 270

INST 480J Sport in American Culture3
 A course designed to challenge students to analyze current theories and research in the area of sport from a Christian perspective. Special attention will be given to moral, ethical, racial, economic, and gender-based issues in sports, and these often controversial areas have made to the evolution of American culture.

KINESIOLOGY

THE MAJOR FOR THE B.S. IN ATHLETIC TRAINING

The Athletic Training Program (ATP) is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE). It incorporates a liberal arts foundation, introduces and advances evidence-based practices, and promotes professional development of athletic training students, all through the lens of Christian ideals. The program prepares students to sit for the Board of Certification Exam in order to be nationally credentialed as a Certified Athletic Trainer (ATC).

ATTR 195 Introduction to Athletic Training.....3
ATTR 210 Foundational Techniques in Athletic Training..2
ATTR 220 Practicum I2
ATTR 221 Practicum II.....2
ATTR 275 Sports Nutrition and Conditioning3
ATTR 301 Care and Prevention.....3
ATTR 320 Practicum III.....2
ATTR 321 Practicum IV.....2
ATTR 370 Therapeutic Exercise and Rehabilitation.....4
ATTR 371 Lower Extremity Evaluation.....3
ATTR 372 Upper Extremity Evaluation.....3
ATTR 375 Therapeutic Modalities.....4
ATTR 420 Practicum V2
ATTR 421 Practicum VI.....2
ATTR 425 Medical Aspects of Physical Activity3
ATTR 450 Senior Seminar3
ATTR 475 Pathology and Differential Diagnoses in Athletic Training.....3
BIOL 233,234 Human Anatomy and Physiology I, II.....8
EXSC 200 Health Promotion.....3
EXSC/ATTR 250W Research Methods in Kinesiology3
EXSC 351 Kinesiology3
EXSC 352 Physiology of Exercise.....3
PSYC 100 General Psychology.....3

Total Credit Hours: 69

ADMISSION TO ATP:

Students who wish to enter the Professional Phase of the Athletic Training Program (ATP) must formally apply and be accepted through an official application process. Acceptance to the ATP will be granted according to the following standards:

- An Overall GPA of 2.5 (confirmation at the end of the spring semester of application).
- Successful completion of ATTR 195 with a minimum grade of “C”
- 2 formal letters of recommendation: letters may be written by a former teacher, administrator, a coach or a faculty member who is not a part of the ATP Selection Committee.
 - ATP selection committee members: ATP program director, ATP clinical education coordinator, Kinesiology department chairperson, 1-2 preceptor.
 - At least one letter must be from an academic source (a current or former teacher) who can speak to the applicant’s academic abilities and gifts.
- A complete application packet
- A formal interview by the Athletic Training Selection Committee
- A complete “3-part” professional essay

Eligible applicants will be informed of the committee’s decision at the end of the spring semester of application. Available openings in the program do not guarantee acceptance into the program. Open positions in the program will not be filled if the student does not meet minimum requirements. Admission is offered to the most qualified students until all positions are filled or there are no more qualified student applicants. Those seeking to enter the program should consult the Program Director of Athletic Training and ATP information on the University Web site (www.eastern.edu/academics).

Transfer students: Transfer students are encouraged to meet with the Director of the ATP program during the admissions process. The University Registrar will generate an evaluation of previously completed

coursework and will award transfer credits. The Director of the ATP will determine the most appropriate entrance point for each transfer student on a case-by-case basis. Admission to the professional phase of the ATP is not guaranteed upon transfer

Retention in ATP:

All students admitted to the ATP must satisfy certain abilities and expectations. These are listed on the ATP Web site. In the event a student is unable to fulfill these technical standards, the student will not be retained in the program. In order to be in good standing in the program, the athletic training student must maintain a minimum (1) overall 2.5 GPA, (2) 2.75 GPA in the major, and (3) C or better in all major courses.

Appeals

Students wishing to make a formal appeal of any selection committee decision must first meet with the ATP Director one week following communication of the decision in question. The student will then generate a formal appeal which will be sent to the Kinesiology Department Chair for review. Please note that completing the appeal process does not guarantee reversal of the committee decision, nor admittance into the ATP. Additionally, the Department Chair’s decision is final and binding. There are no additional routes of appeals.

Practicum Courses

The focus of each practicum course is to provide the athletic training student a supervised clinical practicum experience. Direct supervision is provided by a licensed health care professional in the State of Pennsylvania. The student must adhere to all ATP and site-specific policies and procedures. This information can be accessed at www.eastern.edu/academics. These courses include limited classroom lecture, practical applications and educational competency and clinical proficiency completion for the purpose of review and assessment. The didactic portion of each practicum will provide evaluation of athletic training educational competencies from previous coursework. Students must have current CPR/AED for the Professional Rescuer Certification, current First Aid Certification and current PA State child abuse / criminal background / fingerprinting clearances prior to beginning their sequence of practicum courses.



EXERCISE SCIENCE

The goal of the Exercise Science program is to prepare students for entry-level exercise science careers involving people on a broad continuum of health and physical fitness, and in a wide variety of settings. The Exercise Science program is formed on the biological and physiological sciences and focused on human work, which encompasses recreation, athletic competition, occupation and medical therapy. The rigorous curriculum builds upon the foundational study of health, fitness concepts, and nutrition to lead students through the more advanced study of exercise biochemistry, physiology, and prescription in populations that range from elite athlete to end-stage heart failure. Students in the Exercise Science program are required to acquire and integrate a large body of scientific knowledge, while simultaneously developing the clinical skills and abilities to include behaviors and attitudes of entry-level exercise specialists, which were established by the American College of Sports Medicine. The program is enriched by major requirements that intentionally attend to written and verbal discourse in the discipline, and research literacy. Finally, our mission is one of Christian service to our community, local and global, through faith, reason and justice. The Exercise Science program received accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in September 2009.

Students are evaluated across academic and non-academic factors to insure that they can successfully perform the essential functions of the academic program required for graduation. Retention decisions made by the faculty are based on academic achievements as well as non-academic factors. The Exercise Science program meets our responsibility to society to graduate knowledgeable, competent and caring exercise specialists, by requiring that they meet academic standards as well as the essential functions of the program. Consistent performance across all of these domains is required to progress through the curriculum and to meet the requirements for graduation from the Exercise Science program. Policies and procedures for eligibility for graduation are located in the Student Handbook: Requirements for Graduation.

Essential Functions refer to acceptable demonstration of mastery and/or competence in various disciplines throughout the exercise science education program. Acceptable levels of mastery are judged by faculty members, examinations, and other measurements of performance.

These areas of competency are:

- Affective skills that include emotional, behavioral/social professionalism and cultural competence.
- Cognitive skills that include sufficient intellectual, conceptual, integrative and quantitative abilities to make effective judgments about client management.
- Motor skills that include the necessary psychomotor clinical skills for client care.
- Sensory skills including perceptual and observation skills necessary for client care.
- Communication skills including verbal (oral and written) and non-verbal abilities.

These essential functions are the aptitudes and abilities set forth by the ACSM that enable the exercise science specialist to provide the necessary care to their clients.

STUDENTS WITH DISABILITIES

It is our experience that individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the American Disabilities Act) may be qualified to study and practice exercise science with the use of reasonable accommodations. To be qualified to study exercise science at Eastern University, students must be able to meet both our academic standards and essential functions, with or without reasonable accommodations. Accommodation is viewed as a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience. (A reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of any one course or internship).

THE USE OF AUXILIARY AIDS AND INTERMEDIARIES

Qualified students with documented disabilities, who are provided with reasonable accommodations, may use an intermediary or auxiliary aid. No disability can be reasonably accommodated with an intermediary that provides cognitive support or substitutes for essential clinical skills or supplements clinical and ethical judgments. Such reasonable accommodations should be designed to help the students meet learning outcomes without eliminating essential program elements or fundamentally altering the curriculum. Thus, accommodations cannot eliminate essential program elements or fundamentally alter the Exercise Science curriculum.

PROCEDURE:

1. Upon the declaration of the major, all students must sign a form acknowledging that they have read and understand the essential functions.
2. Students who may have concerns about meeting these expectations are advised to meet with the Chair of the Department of Kinesiology.
3. If a student feels that he/she requires reasonable accommodation for didactics and/or clinical components of the program, he/she must contact the Cushing Center for Counseling and Academic Support before accommodations can be considered. Students who have a change in status at any point during their matriculation in the exercise science program requiring accommodation should begin this process at the time of status change.
4. Due to the time it takes to properly evaluate a student's needs and to implement reasonable accommodations, it is recommended that students request accommodations as early as possible. While it is possible that need for reasonable accommodation may arise unexpectedly, it is preferable to make a request for accommodation at least 30 days before the start of a course or internship.

THE MAJOR FOR THE B.S. IN EXERCISE SCIENCE

BIOL 233, 234	Human Anatomy and Physiology I, II	8
EXSC 200	Health Promotion	3
EXSC 201	First Aid	3
EXSC 220	Basic Nutrition Science	3
EXSC/ATTR 250W	Research Methods in Kinesology	3
EXSC 260	Strength Training	2
EXSC 298	Fitness Leadership	2
EXSC 351	Kinesiology	3
EXSC 352	Physiology of Exercise	3
EXSC 395	Field Assessment Skills and Techniques	3
EXSC 411	Cardiovascular Physiology and Pathophysiology	3
EXSC 416	Metabolic Interactions	3
EXSC 451	Administration in Exercise Science	3
EXSC 453	Exercise Prescription and Rehabilitation	3
EXSC 465	Exercise for Special Health Populations	3
EXSC 299	Field Experience in Fitness Leadership	1
PSYC 100	General Psychology	3
	<i>Total Credit Hours:</i>	<u>54</u>

Choose ONE from the following exercise science electives:

ECSC 240	Medical Terminology	
EXSC 310	Aging, Health and Physical Activity	
ECSC 360	Sports Psychology	
ECSC 445	Exercise Science Research	
	<i>Subtotal Credit Hours:</i>	<u>3</u>

Choose ONE of the following pre-professional courses:

EXSC 495	Internship	3
BIOL 216	Microbiology	4
BIOL 312	Genetics	3
CHEM	(CHEM 111/113 or CHEM 121/123)	4
PHYS 101	Introduction to Physics	4
	<i>Subtotal Credit Hours:</i>	<u>3-4</u>
	<i>Total Credit Hours:</i>	<u>56-57</u>

Students pursuing the undergraduate course requirements for physical therapy or occupational therapy graduate programs can do so in the exercise science major. Most of these programs admit students to a 2-3 year graduate program. Admission to these programs is competitive, requiring a minimum grade-point average of 3.0. Students should consult the schools to which they are applying for exact required courses. Most graduate programs require these additional courses:

- English Composition
- Statistics
- Calculus
- Physics (one year)
- One year of biology
- Additional Biology
(1 more general, cell, genetics)
- Chemistry (one year)
- Sociology
- Internship or work experience in the field

Students pursuing an undergraduate preparation for physician assistant programs can do so in the exercise science major. Most of these programs admit students to a 2-3 year graduate program. Admission to these programs is competitive, requiring a minimum grade-point average of 3.0. Students should consult the schools to which they are applying for exact required courses. Most graduate programs require these additional courses:

- Medical Terminology
- Statistics
- Additional Biology (1 more general, micro-, genetics)
- Chemistry (one year)
- Sociology
- Internship or work experience in the field

ATHLETIC TRAINING COURSE DESCRIPTIONS:**ATTR 195 Introduction to Athletic Training**.....3

This course is an introductory course to the fundamentals of athletic training. Basic athletic training procedures include: emergency care, injury prevention protocols, athletic training materials, athletic training room management, and patient care. This course is mandatory for application to the professional phase of the ATP. Prerequisites: None

ATTR 210 Foundational Techniques in Athletic Training..2

This is a technical skills course that provides instruction in the basic skills needed to engage in the clinical setting. Foundational skills sets will provide students the abilities necessary to function at a proficient level at each clinical site. Skills sets include, but are not limited to, fitting of protective equipment, protective padding/splint fabrication, taping and wrapping techniques, modality application, and basic therapeutic exercise techniques. Pre-requisite: Minimum grade of C in ATTR 195. There is a Lab Fee for this course.

ATTR 220 Athletic Training Practicum I.....2

The focus of this clinical course is to provide the athletic training student a supervised clinical practicum experience. Each student will complete a minimum 70 hours of specialized clinical education experience for the first semester sophomore AT major students under the supervision of a preceptor. Students can expect to complete between 70-90 hours during this clinical experience. Students will not obtain more than 20 hours per week. This clinical experience introduces the unique features of male and female sports and covers clinical integration proficiencies associated with ATTR 301, BIOL 233 and ATTR 250. The course includes limited classroom lecture, practical applications and educational competency, and clinical proficiency completion for the purpose of review and assessment. The didactic component of this course evaluates educational competencies from ATTR 195. Prerequisite: admission to the Professional Phase of the Athletic Training Program (ATP), current CPR/AED for the Professional Rescuer Certification, current First Aid Certification and current PA State child abuse / criminal background / fingerprinting clearances.

- ATTR 221 Athletic Training Practicum II**.....2
The focus of this clinical course is to provide the athletic training student a supervised clinical practicum experience. Each student will complete a minimum of 70 hours of specialized clinical education experience for the second semester sophomore AT major students under the supervision of a preceptor. Students will not obtain more than 20 hours per week. This clinical experience focuses on training, injury recognition/ evaluation, and rehabilitation of the lower extremity, and how that differs with a variety of sports and physical activities and covers clinical integration proficiencies associated with ATTR 371, BIOL 234, EXSC 351. The course includes limited classroom lecture, practical applications and educational competency, and clinical proficiency completion for the purpose of review and assessment. The didactic component of this course evaluates educational competencies from ATTR 301, BIOL 233, and ATTR 250. Prerequisite: None.
- ATTR 250W Research Methods Kinesiology**3
This course will examine contemporary research methods utilized in exercise science and athletic training. Emphasis will be placed upon learning science sufficiently well with the goal of preparing the students for critical consumption of research. It introduces the design and application of research projects measuring cognitive, affective and psychomotor performance. It includes the introduction of statistical procedures and the 170 interpretation of published research in the disciplines of exercise science and athletic training. This class includes lectures, discussions, and a variety of written projects.
- ATTR 275 Sports Nutrition and Conditioning**.....3
The educational competencies and clinical skills housed in this course focus on the content area of Prevention and Health Promotion (Educational Competencies, 5th ed. National Athletic Trainers' Association). The format of this class will involve two (2) hours of in class lecture time with two (2) additional hours of laboratory activity to accommodate the didactic and clinical content housed in this course. Course content will include: basic nutritional concepts, sports nutrition, supplementation and performance enhancing substances as well as concepts related to the practice of fitness and wellness screenings and fitness testing. This course will also introduce students to the process needed to design a fitness program based on the interpretations and/or wellness screening. Prerequisites: Minimum grade of C in BIOL 233, or permission of the instructor.
- ATTR 301 Care and Prevention of Athletic Injuries**3
This course deals with the prevention, care, and first aid practices relating to sports activities and conditioning of athletes. It serves as an introduction to pathology, signs and symptoms recognition, recognition, and management procedures common in evaluating and treating injuries incurred through sport and physical activity. Clinical applications of basic injury prevention strategies are emphasized as well as the application of clinically relevant anatomy. Prerequisite: Minimum grades of C in ATTR 195 and concurrent enrollment in BIOL 233, or permission of instructor.
- ATTR 320 Athletic Training Practicum III**.....2
The focus of this clinical course is to provide the athletic training student a supervised clinical practicum experience. Each student will complete a minimum of 70 hours of specialized clinical education experience for the first semester junior Athletic Training students

under the supervision of a preceptor. Students will not obtain more than 20 hours per week. This clinical experience focuses on training, injury recognition/ evaluation, and rehabilitation of the upper extremity, and how that differs with a variety of sports and physical activities and covers clinical integration proficiencies associated with ATTR 375, ATTR 372 and EXSC 352. The course includes limited classroom lecture, practical applications and educational competency, and clinical proficiency completion for the purpose of review and assessment. The didactic component of this course evaluates educational competencies from ATTR 371, BIOL 234 and EXSC 351. Prerequisite: None.

- ATTR 321 Athletic Training Practicum IV**.....2
The focus of this clinical course is to provide the athletic training student a supervised clinical practicum experience. Each student will complete a minimum of 70 hours of specialized clinical education experience for the second semester junior Athletic Training students under the supervision of a preceptor. Students will not obtain more than 20 hours per week. This clinical experience focuses on the use of therapeutic exercise and rehabilitation techniques and general medical aspects of illnesses and conditions common in sports and physical activity. Clinical integration proficiencies covered are associated with ATTR 370, and ATTR 425. The course includes limited classroom lecture, practical applications and educational competency, and clinical proficiency completion for the purpose of review and assessment. The didactic component of this course evaluates educational competencies from ATTR 372, ATTR 375, and EXSC 352. Prerequisite: None.
- ATTR 370 Therapeutic Exercise**.....4
This course will focus on therapeutic exercise and rehabilitation of orthopedic disease and injury. Lecture, discussions, and practical lab sessions will focus on exercise and rehabilitation techniques prescribed for the extremities, trunk/thorax, and head and neck. Theories and practices of therapeutic exercise techniques are integrated with kinetic chain theory. This course is required for all Athletic Training Students. Prerequisite: Minimum grade of C in BIOL 233.
- ATTR 371 Lower Extremity Evaluation**.....3
This course will provide theories and techniques focusing on pathology to the lower extremities. The student is instructed in theory and skills related to prevention, recognition, evaluation, treatment, and referral of lower extremity athletic injuries and illnesses. Evidence-based medicine topics pertaining to diagnosis will be introduced and discussed relative to lower extremity evaluation. Skill mastery is obtained through practice, evaluation-feedback, and testing during lecture and lab activities. Prerequisite: Minimum grade of C in BIOL 233.
- ATTR 372 Upper Extremity Evaluation**.....3
This course will provide theories and techniques focusing on pathology to the upper extremities. The student is instructed in theory and skills related to prevention, recognition, evaluation, treatment, and referral of upper extremity athletic injuries and illnesses. Evidence-based medicine topics pertaining to diagnosis will be introduced and discussed relative to upper extremity evaluation. Skill mastery is obtained through practice, evaluation-feedback, and testing during lecture and lab activities. Prerequisite: Minimum grade of C in BIOL 233, ATTR 301

- ATTR 375 Therapeutic Modalities**.....4
The course is an overview of the physical, chemical, and mechanical modalities utilized in treating injuries and illnesses. Topics will include the components, function, indications and contraindications, and physiological responses of each modality. Concepts include selection of appropriate modality per condition, protocol for use, and ramifications of improper use. This course is required for Athletic Training Students. Prerequisite: Minimum grade of C in BIOL 233.
- ATTR 420 Athletic Training Practicum V**2
The focus of this clinical course is to provide the athletic training student a supervised clinical practicum experience. Each student will complete a minimum of 70 clinical hours of specialized clinical education experience for the first semester senior Athletic Training Students under the supervision of a preceptor. Students will not obtain more than 20 hours per week. This clinical experience focuses on professional preparation, which includes increased administrative responsibilities and supervised autonomy. Included are protocols and safety issues as they relate to sports requiring specialized protective athletic equipment. Clinical integration proficiencies will focus on topics presented in ATTR 475. The course includes limited classroom lecture, practical applications and educational competency, and clinical proficiency completion for the purpose of review and assessment. The didactic component of this course evaluates educational competencies from ATTR 370 and ATTR 425. Prerequisite: Minimum grade of C in ATTR 321, 372, 375, 370 and 425.
- ATTR 421 Athletic Training Practicum VI**2
The focus of this clinical course is to provide the athletic training student a supervised clinical practicum experience. Students will complete a minimum of 70 hours. Each student will complete 90-100 hours of specialized clinical education experience for the second semester of their senior year under the supervision of a preceptor. Students will not obtain more than 20 hours per week. This clinical experience focuses on professional preparation, which includes increased administrative responsibilities and supervised autonomy. Students will review clinical integration proficiencies from previous practicum courses in order to prepare for the Board of Certification Exam. This course will continue to encourage increased administrative responsibilities and supervised autonomy of the ATS at the clinical site. Each student will construct and present a professional case study of publication quality. The course includes limited classroom lecture, practical applications and educational competency, and clinical proficiency completion for the purpose of review and assessment. The didactic component of this course evaluates educational competencies from ATTR 370, ATTR 360 and ATTR 425. Prerequisite: Minimum grade of C in ATTR 420.
- ATTR 425 Medical Aspects of Physical Activity**3
This course instructs athletic training students in medical conditions pertinent to the field of athletic training. The areas covered incorporate pathophysiology, (including congenital and acquired abnormalities, physical disabilities, and diseases), therapies, pharmacology, physical examination, and psychosocial aspects of the patient-provider relationship. These areas will be explored through a systems approach:

nervous, pulmonary, integumentary, endocrine, cardiovascular, gastrointestinal, renal, and genitourinary. Prerequisite: Minimum grade of C in BIOL 234.

- ATTR 450 Senior Seminar**.....3
This course serves as the culminating senior experience for the ATP and as preparation for the professional world of athletic training. The students will engage in current issues facing the athletic training profession by investigating local, regional and national topics involving the National Athletic Trainers Association, and the Pennsylvania Athletic Trainers Society. Students will also focus on preparation for the Board of Certification examination. This is an intensive writing course. Each student will construct and present a professional case study of publication quality. Prerequisites: Senior status within the ATP.
- ATTR 475 Pathology and Differential Diagnoses in Athletic Training**3
This course allows the athletic training student to perform evaluations and investigate cases that do not fit all components of a medical diagnosis. The students will diagram signs and symptoms of injuries and develop a differential diagnosis. Specific attention will be given to clinical algorithms and evidence-based medicine. Physicians are an integral component of this course as they share their expertise. Prerequisites: Minimum grade of C in ATTR 371, ATTR 372 and ATTR 425.

EXERCISE SCIENCE COURSE DESCRIPTIONS

- EXSC 200 Health Promotion**.....3
This course addresses attitudes and lifestyle behaviors as they influence life-long health. Personal health issues, such as health habits, fitness, nutrition, safety, and emergency measures, heart health, mental health, sexuality, and family living will be addressed. Concepts of preventative medicine, disease prevention, and health education will be considered. Students are introduced to, and practice, different mechanisms for communication: oral presentations, bulletin board presentations, and informational newsletters.
- EXSC 201 First Aid**3
This course presents topics of prevention, safety and treatment of illnesses, injuries and accidents in order to provide prompt and efficient action in times of emergency. The course integrates lecture with practical drills to learn techniques of administering CPR, cardioversion, rescue breathing, and emergency treatment for injuries and acute illness. Students earn Red Cross Community CPR and First Aid certification upon successful completion of the course.
- EXSC 220 Basic Nutrition Science**3
This course focuses on the basic functions of nutrients, their influence on disease prevention and health promotion, and the specific nutrient requirements throughout the lifecycle. Tools for designing a healthy diet, weight control, nutrition for fitness and sports, and consumer issues will be addressed. Course limited to Kinesiology, Nursing, and Pre-Physician's Assistant students.

EXSC 240 Medical Terminology3
 The objective of this course is foundational fluency in the language of medicine. To that end, it introduces concepts of word construction and basics of medical language organized by organ systems. A case study approach reinforces previously learned material and builds in its complexity throughout the semester. Instruction and practice in SOAP note construction puts medical terms in a written context commonly used by health care providers. This is a prerequisite course for admission to most physician assistant programs and a suggested elective for any student pursuing a career in health care. Prerequisite: Minimum grades of C in BIOL 233 and BIOL 234 (or enrolled concurrently).

EXSC 250W Research Methods in Kinesiology3
 This course will examine contemporary research methods utilized in exercise science and athletic training. Emphasis will be placed upon learning science sufficiently well with the goal of preparing the students for critical consumption of research. It introduces the design and application of research projects measuring cognitive, affective and psychomotor performance. It includes the introduction of statistical procedures and the 170 interpretation of published research in the disciplines of exercise science and athletic training. This class includes lectures, discussions, and a variety of written projects.

EXSC 260 Strength Training2
 This course is designed to provide a comprehensive overview of strength and conditioning training. Emphasis is placed on exercise technique and program design. Through this course students will learn how to demonstrate and teach proper exercise techniques. The design and implementation of safe and effective strength training and conditioning and personal training programs will be emphasized.

EXSC 298 Fitness Leadership2
 This course prepares students to promote fitness in a variety of venues and to a range of population groups. Students apply previously learned concepts of health and fitness to the process of leading groups in exercise and presenting educational seminars. Prerequisite: Minimum grade of C in EXSC 200.

EXSC 299 Field Experience in Fitness Leadership1
 This course is the second of a two semester sequence which is designed to provide the student with practical experience in leading group exercise. The field experience will require 40 hours of observation/participation in group exercise instruction and related activities. The major component of this course will involve student observation of a skilled life fitness instructor. From this observation students will be required to apply the observed techniques in the development of two group exercise sessions. Students will then lead the class in the respective group activity. Moreover, in order to expand their observational experience, students will also be required to observe two additional group exercise instructors in an activity unrelated to that which they are assigned. For example, if a student is assigned to the Pilates Life Fitness course, he or she will be required to observe two additional activity courses like circuit training and aerobic dance. Prerequisite: Minimum grade of C in EXSC 298.

EXSC 310 Aging, Health, and Physical Activity3
 This course is designed to assist the student in developing an understanding of the multifaceted changes which occur with age and an appreciation of how these changes impact future behavior. Emphasis is placed on the evaluation of physical, psychological, and social changes which accompany advancing age. The impact of lifestyle factors on the quality of life are examined with special emphasis on the role of physical activity in healthy aging. The social responsibility of Christians to respect and care for older adults is also discussed. Open to Social Work and Psychology majors. Prerequisite: Minimum grade of C in one of these courses: BIOL 104, 151, 152, or 233.



- EXSC 351 Kinesiology** 3
This course involves the study of human movement from anatomical, biomechanical and neuromuscular perspectives. Emphasis is placed on muscles, joints, and connective tissues. Students are required to analyze specific motions and or exercises with respect to joint actions, muscle activity, and the mechanical principles that apply to the specific skill. Prerequisite: Minimum grade of C in BIOL 233.
- EXSC 352 Physiology of Exercise** 3
Exercise physiology is the study of human work. This course focuses on the body systems, their inter-relationships and adjustments during exercise, and stress as a result of training, physical activity, and physical inactivity. Emphasis is on current research findings and what remains to be discovered in humans as moving beings. Prerequisite: Minimum grade of C in BIOL 234.
- EXSC 360 Sports Psychology** 3
This course focuses on the importance of mental preparation in sport. It studies psychological assessment methods of sport participation and applications that enhance athletic performance. In examining human behavior within the context of competitive sports, special emphasis is placed on integrating Christian faith. Not open to first-year students. Prerequisite: Minimum grade of C in PSYC 100.
- EXSC 395 Field Assessment Skills and Techniques** 3
This comprehensive, interactive course teaches a variety of health and fitness assessments that are utilized in the health care industry. Students will actively participate in the measuring of body composition, blood pressure, flexibility, muscular strength, endurance and aerobic fitness. Prerequisite: Minimum grade of C in EXSC 260 and EXSC 352.
- EXSC 411 Cardiovascular Physiology and Pathophysiology** 3
This course is an extensive study of the structure and function of the cardiovascular system, on the biochemical, cellular, and organismal levels, integrated with the etiology of cardiovascular dysfunction. Other areas covered include diagnostic tools of cardiovascular disease, EKG interpretation, and current treatments. Prerequisite: Minimum grade of C in EXSC 352.
- EXSC 416 Metabolic Interactions** 3
Advanced concepts of physiological responses and adaptations to exercise are explored in relation to pharmacological intervention, human performance limitations, training effects, and health related benefits. Emphasis is on human bioenergetics, pharmacological interactions, and cardiovascular responses to exercise. Prerequisite: Minimum grade of C in EXSC 220 and 352.
- EXSC 445 Exercise Science Research** 1-3
The purpose of this course is to provide the undergraduate student with a mentored learning experience in exercise science research. It is an advanced elective course in which the student, under faculty direction, will select a topic of interest, conduct a comprehensive literature review, propose a thesis, develop and execute a study, interpret the data, establish a conclusion, and finally disseminate the project results via poster or platform presentation. This course can only be taken with approval by the chair. Prerequisite: Minimum grade of C in EXSC 250W and EXSC 352.
- EXSC 451 Administration in Exercise Science** 3
Principles and philosophies pertinent to the development of organizational policies and administrative practices in the fields of athletics, physical education, and exercise science will be covered. Topics include fiscal practices, legal liability, facility development, staff management and case analysis. Course to be taken in 3rd or 4th year of study in Exercise Science.
- EXSC 453 Exercise Prescription and Rehabilitation** 3
This course will focus on developing individualized prescriptive exercise programs with regard to physical assessments, fitness test evaluations and individual contraindications. The influence of environmental conditions along with frequency, intensity and duration of physical activity will be studied in order to develop programs to improve or maintain high levels of wellness in normal and high risk populations. Prerequisite: Minimum grade of C in EXSC 352 and EXSC 395.
- EXSC 465 Exercise for Special Health Populations** 3
This course serves as a culminating senior experience and will study exercise as a therapeutic regimen for the most prevalent diseases in North America. Important interactions between medications and physical activity will be investigated through the exploration of current medical research and evidence-based practices. The synergy of faith and physical activity in the treatment of people with special physical needs and diseases will be explored through personal, spiritual, and scientific evidence. Prerequisite: Minimum grade of C in BIOL 234 and EXSC 353 (or concurrent).
- EXSC 495 Internship** 2-12
Internships are independent field experiences arranged and supervised by the exercise science internship coordinator. They offer exercise science students an opportunity to learn the practical aspects of their area of interest in a chosen community setting. The cooperative arrangement involves a pre-determined onsite preceptor who provides direct supervision and instruction. A collaboration of approved internship sites are provided by the exercise science internship coordinator. Additional sites may be considered upon approval of exercise science internship coordinator. Application must be made during registration in the semester prior to the intended experience. Prerequisite: Minimum grade of "C" in EXSC 395 and EXSC 453 or with permission of the chair.

LANGUAGE AND CULTURAL STUDIES

The LANG prefix designates foreign language and linguistics study when the language offered is not one listed.

Spanish majors must study abroad to assure a certain level of fluency and firsthand experience living in the target culture. Most students go abroad for one semester; however, majors may opt to study for two semesters abroad to attain greater proficiency in the language. Only in exceptional cases of unavoidable family obligations may a student be permitted to fulfill this requirement with 6 university credits taken abroad in the summer. Students originating from Spanish-speaking countries may be exempt from this requirement depending on their level of education in their home country. Students seeking certification to teach languages must satisfy all requirements of the Commonwealth of Pennsylvania.

Spanish majors demonstrate their oral and written proficiency before graduation by completing the Oral Proficiency Interview via computer (OPIC) and the American Council for the Teaching of Foreign Languages (ACTFL) Written Proficiency assessment. These two assessments will be conducted on Eastern's campus via computer in the student's senior year. Note: All fees must be paid with the application, either by credit card or by check made out directly to LTI. Eastern University does not receive any fees for this testing service.

WHAT IS THE OPIC?

The OPIC is a national proficiency test administered through Language Testing International, the exclusive licensee of the American Council on the Teaching of Foreign Languages (ACTFL). The OPIC measures how well you speak a language by comparing a student's performance with the criteria described in the ACTFL Proficiency Guidelines - Speaking (Revised 1999). It is administered via computer and a secure internet connection. As a Spanish major you must take the OPIC on campus in your senior year to assess your oral proficiency. You will be awarded a certificate from ACTFL that documents your level which may be required for employment or for a teaching certification. The national benchmark established by ACTFL is Advanced Low; for the State of Pennsylvania it is Intermediate High. Given the immersion experience required by the program through a semester of study abroad, Eastern expects Spanish majors to obtain Advanced Low.

To prepare for the test, you should complete the OPIC Demo. No username and password are needed, just click Start Demo. Complete the background information survey. You should be asked one test question (e.g. what is the weather) and about seven interview questions based on your responses to the survey. opicdemo.actfltesting.org

ACTFL PROFICIENCY LEVELS

You should familiarize yourself with the ACTFL Proficiency Levels at: actflproficiencyguidelines2012.org

WHAT IS THE ACTFL WRITING PROFICIENCY TEST (WPT)?

The WTP measures how well you write in a language by comparing your performance with the criteria described in the ACTFL Proficiency Guidelines – Writing (Revised 2001). The test is delivered via the Internet. The candidate responds to prompts in English to assure the candidate fully comprehends the prompt. Students are required to take the OPIC and the WPT during senior year in SPAN 408. The benchmark level for teaching is Intermediate High.

COURSE DESCRIPTIONS

LANG 310 Introduction to Linguistics3
Analysis and structure of language with emphasis on phonetics, morphology, and syntax. Special attention given to the Indo-European languages which led to the formation of modern European languages. Offered every fall.

LANG 350 The Teaching of Modern Languages.....3
The course offers guidance and practice in teaching language courses at the K-12 level: proficiency-based instruction, lesson planning, assessment, materials design, and the use of new technologies in instruction. Course should be taken senior year before student teaching.

LANG 495 Internship.....2-12
A supervised internship in an off-campus organization, in the United States or abroad, that is language or missions focused. Student must provide his/her transportation and report to an on-site supervisor. A plan of work must be submitted before internship is approved and appropriate documentation must be filled out with the student's advisor. Forty hours of work is equivalent to one credit hour.

FRENCH

FREN 101–102 Elementary French3-3
Basic grammar and vocabulary with a focus on oral skills. Topics of French culture are included.

FREN 201, 202 Intermediate French.....3, 3
Review of grammar and vocabulary with opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: Grade of B in 100-level course or 3+ years of high school French.

GERMAN

GERM 101-102 Elementary German3-3
Development of the four basic skills: listening, speaking, reading, and writing and an introduction to German culture. This course favors a communicative approach in these four skills for language proficiency. Class attendance and the language lab are mandatory.

GREEK

GREE 101-102 Biblical Greek.....3-3
An introductory study of biblical (Koine) Greek. Two semesters.

GREE 201 Intermediate Greek.....3
Continuing study of biblical (Koine) Greek. Prerequisites: Minimum grades of C in GREE 101-102.

GREE 301 Greek Exegesis.....3
Reading, translation, and exegesis of selected texts from the Greek New Testament. Prerequisite: Minimum grade of C in GREE 201 or permission of the instructor. Offered infrequently. This course counts as a biblical studies elective for students who are earning a major in Biblical Studies on the Biblical Languages track.

HEBREW

HEBR 101-102 Biblical Hebrew3-3
An introductory study of the fundamentals of Hebrew vocabulary, morphology, and syntax. Texts from diverse time zones will be translated, including Genesis, Isaiah, and Ruth.

HEBR 201	Intermediate Hebrew	3
Continuing study of classical Hebrew including reading and grammar. Prerequisites: Minimum grades of C in HEBR 101-102.		
HEBR 301	Hebrew Exegesis	3
Reading, translation, and exegesis of selected texts from the Hebrew scriptures. Prerequisite: Minimum grade of C in HEBR 201 or permission of the instructor. Offered infrequently. This course counts as a biblical studies elective for students who are earning a major in Biblical Studies on the Biblical Languages track.		

SPANISH THE MAJOR FOR THE B.A. IN SPANISH

Students not pursuing K-12 teaching certification are encouraged to complete a second major and internship in Spanish to gain professional skills.

The following requirements are beyond the SPAN 201, 202 level.

SPAN 301	Conversation through Film and Text	3
SPAN 302W	Critical Thought, Conversation, and Writing	3
SPAN 310	Spanish Phonetics and Phonology	3
SPAN 401	Spain: from Fragmentation to Unified Mosaic	3
SPAN 402	Latin American's Unbridled Reality	3
SPAN 403	Early Spanish Literature	3
SPAN 404	Modern Spanish Literature	3
SPAN 408	Advanced Spanish Syntax and Translation	3
SPAN 409	Colonial and 19th Century Latin American Identity	3
SPAN 410	Studies in Modern Spanish American Literature	3
SPAN 415	Hispanic Life and Worldview	2
<i>Total Credit Hours:</i>		<u>32</u>

One semester of study abroad is required for the major. A minimum of fifteen credits for the major must be taken at Eastern.

THE MINOR IN LATIN AMERICAN STUDIES

Cannot be combined with either the Major for the BA in Spanish or with the Minor in Spanish.

Eighteen hours to include SPAN 201, 202, 301, 302W, 402, and either 409 or 410. It is recommended that at least two of these courses be taken abroad in Latin America.

THE MINOR IN SPANISH

Cannot be combined with either the Major for the BA in Spanish nor with the Minor in Latin American Studies. Eighteen hours in Spanish may include SPAN 101–102 and 201, 202. Courses taught in English will not count towards a major or minor in Spanish.

COURSE DESCRIPTIONS

SPAN 101-102	Elementary Spanish	3-3
Basic grammar and vocabulary, written and oral exercises, introductory readings. Emphasis on developing communication skills and intercultural thinking.		

SPAN 201, 202	Intermediate Spanish	3, 3
Review of grammar and vocabulary with increased opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: Grade of B in 100-level course or 3+ years of high school Spanish.		

SPAN 230A	Concepts of Health and Sickness in the Hispanic World	3
The course is designed for students to communicate more effectively both linguistically and culturally with Spanish-speaking patients and their families, particularly those of indigenous backgrounds. Students will acquire some basic vocabulary and structures for conversing with patients in Spanish. The course will also explore common concepts related to sickness in the Hispanic world through texts written by Latin American authors with the purpose of better understanding ideas about healthcare and related practices often held by Hispanic immigrants to the U.S. Previous study of Spanish is helpful. This course fulfills the Knowledgeable about Global Diversity general education requirement.		

SPAN 301	Conversation through Film and Text	3
Focus on the oral use of the target language with regular student oral presentations, role plays, and interviews. Journalistic and literary readings will serve as input for class discussions, and also as a model for students' development in academic writing in the target language.		

SPAN 302W	Critical Thought, Conversation and Writing	3
Focus on the process of critical thinking with the development of academic writing in the target language. The oral use of the target language in discussion of literary texts and scholarly articles is stressed. This is a writing-intensive course.		

SPAN 310	Spanish Phonetics and Phonology	3
Spanish 310 is designed to help students improve their pronunciation of Spanish while acquiring the skill to eventually, as K-12 FL teachers, instruct their future students in the correct pronunciation of the Spanish language. Students will be introduced to the general phonetics and phonology of Spanish, will develop the ability to analyze the sound system of Spanish in the Americas, as well as Peninsular Spanish, and will explore the sound features of its principal dialects.		

SPAN 401	Spain: Unified Mosaic	3
This comprehensive study of Spanish culture will take students from Pre-Roman Spain to the unified Spain of the present. The course explores Spain's history, geography, arts, languages and traditions through text readings, newspaper and magazine articles, songs, film, and literary excerpts. Students will also access web sites with links to relevant themes in the Internet. Emphasis is on continued development of students' oral proficiency.		

SPAN 402	Latin American's Unbridled Reality	3
This course will cover notable contributions of Latin Americans in art, film, music, politics, and history. Emphasis is on continued development of students' oral proficiency through discussion, description and narration. Prerequisites: Minimum grade of B in SPAN 302W or equivalent. This course fulfills the Knowledgeable about Global Diversity general education requirement.		

- SPAN 403 Early Spanish Literature**.....3
Students in this course will explore key Spanish literary works from Medieval, Renaissance, and Golden Age periods. Through these readings students discover how Spanish culture was shaped by those who conquered Spain (Muslims), those who were conquered by Spain (Spanish America) and by the cultures of Western Europe. Prerequisites: Minimum grade of B in SPAN 302W or equivalent.
- SPAN 404 Modern Spanish Literature**.....3
Students in this course will explore key Spanish literary works from such periods as Romanticismo, Realismo, “Generación del 98”, Vanguardismo and Posguerra Civil Española. Through these readings students will grasp the impact of important cultural movements through Spain’s recent history, its struggle in establishing a constitution and choosing a lasting form of government, its military confrontations and long dictatorship in the last century, and its present democracy that aligns Spain with the European Union. Prerequisites: Minimum grade of B in SPAN 302W or equivalent.
- SPAN 408 Advanced Spanish Syntax and Translation**3
This course is taken after study abroad. It includes a thorough review of grammatical structures and idioms to assure the fluency developed abroad is reinforced with the accurate use of the language. Students practice these advanced structures orally in role plays and interviews with the goal of achieving Advanced Low proficiency on the ACTFL scale. Additionally students learn to translate short texts from Spanish to English and English to Spanish. Prerequisites: Study abroad or department approval.
- SPAN 409 Colonial and 19th Century Latin American Identity**3
This course will cover some of the most notable Latin American texts prior to the 20th century as they relate to questions of identity in the New World, particularly of the Indian, the female, the mestizo and the slave. Emphasis is on continued development of students’ oral proficiency through discussion, description and narration. Prerequisites: Minimum grade of B in SPAN 302W or equivalent.
- SPAN 410 Modern Spanish-American Literature**.....3
The study of notable texts of the 20th and 21st centuries (narrative and poetry) that explore themes of misogyny, racial belonging, class identity, and political struggle as a means by which students can develop an understanding of Latin Americans they interact with in the U.S. and abroad. Emphasis is on the continued development of students’ oral proficiency through discussion, description and narration. Prerequisites: Minimum grade of B in SPAN 302W or equivalent.
- SPAN 415 Hispanic Life and Worldview**.....2
This course provides an opportunity for the Spanish major to reflect on the importance of speaking a second language in their development as an individual and as a Christian. Students and to investigate values within the area of family dynamics, educational settings, individual identity, religious practices and commonly shared cultural beliefs of a particular Hispanic country while studying abroad. Reading and survey topics will be carried out during study abroad in order to carry out the ethnographic research necessary for the course. Students will read the related materials, observe and/or participate in events, and interview local informants while abroad. This information will be used to make presentations and to write a research paper for the course.

LIBERAL ARTS

ASSOCIATE OF ARTS IN LIBERAL ARTS

The 61-credit associate’s program is designed to offer adult learners the opportunity to earn the liberal arts degree with electives primarily in business and communication studies. This program is offered in an accelerated format. Note: ENGL 163 and ENGL 164 are combined to satisfy the General Education (GE) requirement for Effective Communication/Written Communication; ENGL 163 also satisfies the GE requirement for Effective Communication/Information Literacy. Both ENGL 163 and ENGL 164 must be completed with a grade of C or better.

For course descriptions, please see the appropriate departmental catalog section (e.g., for COMM 120, see the Communication Department catalog section).

<i>Required Coursework</i>	<i>49 CREDITS</i>
BIBL 100	Biblical Literature in Contemporary Context ...3
BIOL 103	General Biology: Earthkeeping.....4
COMM 120	Public Speaking.....3
CSCI 210	Contemporary Applications in Computers.....3
ENGL 163	Rhetorical Patterns in Writing.....3
ENGL 164	Contemporary Grammar.....3
FAPA 110	Introduction to Music.....3
HSCI 200	Health Promotion and Empowerment.....3
INST 110	Learning in Virtual Community.....3
INST 161	Heritage of Western Thought and Civilization ...3
INST 222	Foundations of Critical Thinking.....3
INST 270	Justice in a Pluralistic Society.....3
MATH 103	Mathematical Ideas.....3
ORGM 370	Cross-Cultural Studies.....3
SOCI 105	Contemporary Social Problems.....3
THEO 210	Foundations of Christian Spirituality.....3

Elective Coursework

12 CREDITS

Choose four courses from the following:

BUSA 202	Principles of Marketing.....3
BUSA 240	Strategic Marketing for the Nonprofit Organization.....3
BUSA 303	Consumer Behavior.....3
BUSA 305	Principles of Sales Management.....3
BUSA 405	Integrated Marketing Communications.....3
COMM 104	Introduction to Relational Communication....3
COMM 201	Interpersonal Communication.....3
COMM 203	Group Communication and Leadership.....3
ECON 205	Essentials of Economics.....3
ENGL 220	Studies in the Novel and Short Fiction.....3
HIST 201	U.S. History to 1877.....3
MATH 220	Statistics for the Behavioral and Social Sciences.....3
POLI 103	American Government.....3

Total credits for Associate of Arts in Liberal Arts 61

ASSOCIATE OF ARTS IN LIBERAL ARTS WITH A CONCENTRATION IN EARLY CHILDHOOD EDUCATION

The associate's degree program is designed to offer adult learners the opportunity to earn an associate's degree grounded in the liberal arts tradition. The program consists of 61 credits including 18 credits of courses specific for the concentration to meet degree requirements. This program is offered in an accelerated format. Note: ENGL 163 and ENGL 164 are combined to satisfy the General Education (GE) requirement for Effective Communication/Written Communication; ENGL 163 also satisfies the GE requirement for Effective Communication/Information Literacy. Both ENGL 163 and ENGL 164 must be completed with a grade of C or better.

For course descriptions, please see the appropriate departmental catalog section (e.g., for COMM 120, see the Communication Department catalog section).

Required Coursework61 CREDITS

BIBL 100	Biblical Literature in Contemporary Context ...3
BIOL 103	General Biology: Earthkeeping.....4
COMM 120	Public Speaking.....3
CSCI 210	Contemporary Applications in Computers.....3
EDUC 201	Introduction to Special Education.....3
EDUC 205	The Developing Child.....3
EDUC 235	Urban Education.....3
EDUC 328	Early Childhood: Principles and Practices.....3
EDUC 329	Early Childhood: Curriculum and Assessment.....3
EDUC 370	Literature for Children and Adolescents.....3
ENGL 163	Rhetorical Patterns in Writing.....3
ENGL 164	Contemporary Grammar.....3
INST 110	Learning in Virtual Community.....3
INST 161	Heritage of Western Thought and Civilization.....3
INST 222	Foundations of Critical Thinking.....3
INST 270	Justice in a Pluralistic Society.....3
MATH 103	Mathematical Ideas.....3
LEAD 370	Cross-Cultural Studies.....3
SOCI 105	Contemporary Social Problems.....3
THEO 210	Foundations of Christian Spirituality.....3

See *General Studies Courses* listed at the beginning of the course descriptions in this catalog to select elective courses for the degree program.

MANAGEMENT

See *Business Programs*

MARKETING

See *Business Programs*

MATHEMATICS

THE MAJOR FOR THE B.A. IN MATHEMATICS

MATH 160, 161, 214	Calculus I, II, III.....9
MATH 240	Discrete Mathematics.....3
MATH 244	Linear Algebra.....3
MATH 350	Advanced Calculus.....3
MATH 422	Foundations and Philosophy of Mathematics ...3
<i>Choose two of the following three courses:</i> .....6	
MATH 404W	Real Analysis
MATH 414W	Abstract Algebra
MATH 415	Topology
MATH	Four MATH electives beyond.....12
	MATH 240
	<i>(excluding MATH 410)</i>

Other Required Courses

CSCI 200	Introduction to Programming (C++).....3
PHYS 101,102	Introduction to Physics.....8

Total Credit Hours 50

Recommended: A minor in another subject, such as astronomy, business, chemistry or philosophy.

THE MINOR IN MATHEMATICS

Eighteen hours to include MATH 160, 161, 214, and nine credits from MATH 240, 244, 300, 310, 315, 320, 340, 350, 380, 404, 414 or 415.

PRE-ENGINEERING CONCENTRATION

The B.A./M.S. agreement between Eastern University and Villanova University leads students to the B.A. from Eastern University in Mathematics and the M.S. from Villanova University in one of seven tracks.

PROGRAM REQUIREMENTS

Students at Eastern University must be enrolled in Eastern University's full-time B.A. in Mathematics program to be considered for the program.

Students must complete the required slate of courses at Eastern University (see below). Students must score no lower than B- in any of these courses and must maintain a minimum cumulative GPA of 3.0 in these courses (not in overall GPA). If the student's cumulative GPA in the required EU courses falls below a 3.0, they will be placed on program probation for one semester. If the probation semester does not raise the cumulative GPA to the 3.0 threshold, the student will be disqualified from the program. At least 10 of the courses listed below must be completed before the student can enroll in undergraduate engineering courses at Villanova.

Required Eastern University Courses..... (55 CREDITS)

CSCI 200	Introduction to Programming – C++	3
MATH 160	Calculus I	3
MATH 161	Calculus II	3
MATH 214	Calculus III	3
MATH 240	Discrete Mathematics	3
MATH 244	Linear Algebra	3
MATH 300	Differential Equations	3
MATH 350	Advanced Calculus	3

Three additional MATH courses at the 300 Level or above 9

Two additional MATH courses at the 400 level or above 6

CHEM 121	General Chemistry I	3
CHEM 122	General Chemistry II	3
CHEM 123	General Chemistry Lab I	1
CHEM 124W	General Chemistry Lab I	1
PHYS 101	Introduction to Physics I	4
PHYS 102	Introduction to Physics II	4

In addition to the Eastern University courses, students must complete undergraduate Engineering courses at Villanova as prerequisites for the M.S. Engineering tracks. The number of required undergraduate credits for each track are given below. Specific course lists are available from the Pre-Engineering Advisor in Eastern’s Mathematics Department.

ENGINEERING TRACKS

Required prerequisite undergraduate credits from Villanova University

Biochemical Engineering	18 credits
Chemical Engineering	18 credits
Cybersecurity	11 credits
Electrical Engineering	20 credits
Mechanical Engineering (Thermal Fluids Track).....	9 credits
Mechanical Engineering (Mechanics of Materials Track).....	12 credits
Mechanical Engineering (Dynamics/Controls Track).....	15 credits
Sustainable Engineering (Water Shed or Environmental Tracks).....	15 credits
Water Resources and Environmental Engineering	11 credits
MS in Chemical Engineering (undergraduate required).....	18 credits
MS in Biochemical Engineering (undergraduate required).....	18 credits

COMPUTER SCIENCE COURSE DESCRIPTIONS

CSCI 150 Introduction to Computing Concepts.....3
 This course will teach students the introductory skills of programming, problem solving, and algorithmic thinking in Python. It has a liberal arts focus, rather than a vocational one. Topics include variables, input/output, conditional statements/logic, Boolean expressions, flow control, loops, and functions.

CSCI 200 Introduction to Computer Programming.....3
 An introduction to computer programming using the C++ language. The course will teach the concepts of problem solving and procedural design, and will introduce object-oriented programming through the use of C++. Students will learn to design, code, test, debug, and document computer programs. Prerequisite: MATH 240.

CSCI 210 Contemporary Applications in Computers.....3
 This course is an overview of contemporary computer issues as it applies to current business procedures. The course emphasizes hands-on experience with common desktop and Internet-based software for creating technology-enhanced projects. Using advanced Internet search techniques and evaluation of sources will also be a component. An important theme of this course also considers the ethical implications of technology’s usage, and how technology relates to a Christian worldview. Satisfies the general education requirement for Effective Communication/Technological Skills.

MATHEMATICS COURSE DESCRIPTIONS

MATH 103 Mathematical Ideas.....3
 The objectives of this course are to develop an appreciation for mathematics, to provide an insight into the methods of reasoning used by mathematicians, and to discuss its historical development. It is intended for the liberal arts student who has had little contact with mathematics, and elementary and secondary education majors and satisfies the quantitative reasoning general education requirement.

MATH 107 Mathematical Perspectives for Educators.....3
 This course will explore the fundamental concepts of geometry and algebra along with their historical development. This course is appropriate for any student who intends to teach at the elementary or middle school level.

MATH 140 College Algebra.....3
 This course will explore techniques for solving a variety of algebraic equations involving linear, quadratic, exponential, and logarithmic functions. These techniques will be used in solving problems involving the graphical and algebraic representation of quantitative data using these functions. In addition, inequalities and systems of equations will be studied. This course is intended for any student who is preparing to take Pre-calculus or any other course requiring these algebraic skills and satisfies the quantitative reasoning general education. Any student who has received credit for Pre-calculus (Math 150) or any higher level math course may not take this course for credit.

MATH 150 Pre-calculus.....3
 An in-depth study of functions and graphical analysis. Polynomial, rational, trigonometric, inverse trigonometric, exponential, and logarithmic functions will be studied. A student who has successfully taken calculus in high school may not take this course for credit. Prerequisite: None. Satisfies the quantitative reasoning general education requirement.

MATH 160 Calculus I.....3
 This first semester calculus course will introduce topics in the differentiation and integration of functions of one variable. These topics include limits, continuity, differentiation, integration, the mean

value theorem, and the fundamental theorem of calculus. Prerequisite: Adequate preparation in trigonometry and analytic geometry. Satisfies the quantitative reasoning general education requirement.

MATH 161 Calculus II.....3

This second semester calculus course continues the development of single variable calculus. Topics include applications of integration, integration techniques and infinite series. Prerequisite: Minimum grade of C in MATH 160. Offered every spring.

MATH 214 Calculus III.....3

This third semester calculus course introduces the concepts of three-dimensional space and calculus of several variables, including partial differentiation and multiple integrals. Prerequisite: Minimum grade of C in MATH 161. Offered every fall.

MATH 220 Statistics for the Social and Behavioral Sciences.....3

Meaning, purposes and processes of statistical methods; selection of representative, parallel or equivalent groups; graphic representation; measures of central tendency; variability; normal distribution; probability; binomial coefficient; random sampling; confidence levels; inference; t-test, analysis of variance; chi square; correlation. Theory and practice application of above operations with use of computer where applicable. This course does not count toward the requirements for the major or minor in mathematics. Satisfies the quantitative reasoning general education requirement. Credit earned only once for BUSA 221, MATH 220, PSYC 220, or SOCI 220.

MATH 240 Discrete Mathematics.....3

This course develops basic symbolic logic and proof techniques, and introduces students to discrete structures including sets, relations, functions, matrices, and graphs. Also includes an introduction to combinatorics and other mathematical topics related to the study of computer science. Prerequisite: Math SAT score of 480 or better. Offered every spring.

MATH 244 Linear Algebra.....3

An introductory course in linear algebra. Topics include linear equations, matrices, determinants, eigenvalues, linear transformations, and vector spaces. Offered every fall.

MATH 300 Differential Equations.....3

A study of first-order and linear differential equations, linear systems and Laplace transforms. Prerequisite: Minimum grade of C in MATH 161. Offered fall of alternate years.

MATH 310 Number Theory.....3

An introduction to elementary number theory and its applications, particularly in the field of cryptography. Prerequisite: Minimum grade of C in MATH 240.

MATH 315 Probability.....3

This course is a rigorous introduction to the field of probability. It will cover the mathematical theory of probability, and applications of the theory to a variety of real-world problems. Prerequisite: Minimum grade of C in MATH 161 and 240.

MATH 320 History of Mathematics.....3

A survey of how mathematics has developed over the past 5000 years, beginning with the origin of math in the ancient civilization of antiquity progressing through the twentieth century. Considerable prominence is given to the lives of the people responsible for progress in the mathematical enterprise. The course will concern itself primarily with mathematical content.

MATH 340 Geometry.....3

A study of Euclidean and hyperbolic geometry. The postulates and principal definitions and theorems of these two geometries will be studied and compared. Other non-Euclidean geometries will also be introduced.

MATH 350 Advanced Calculus.....3

A rigorous development of multivariable calculus and vector analysis. Topics include Green's, Stokes' and Gauss' theorems; vector fields; transformations and mappings. Prerequisite: Minimum grade of C in MATH 240.

MATH 380 Chaotic Dynamical Systems.....3

This course will explore discrete dynamical systems, including orbits, graphical analysis, fixed point methods, bifurcation, the quadratic family, and chaos. Prerequisite: Minimum grade of C in MATH 250.

MATH 404W Real Analysis.....3

This course provides an axiomatic construction of the real number system. Topics include sequences, Cauchy sequences, metric spaces, topology of the real line, continuity, completeness, connectedness and compactness, convergence and uniform convergence of functions, Riemann integration. Writing-intensive course. Prerequisite: Minimum grade of C in MATH 350.

MATH 410 Teaching of Mathematics –Secondary Level.....3

A variety of activities to facilitate the development of competent mathematics teachers and knowledge related to the development and implementation of strategies for teaching mathematics. These activities include the use of technology in the classroom as well as teaching benefits of both pure mathematics (as it relates to the development of analytical thinking) and applied mathematics with some treatment of word problem solving. Offered alternate years to meet demand.

MATH 414W Abstract Algebra.....3

The properties of formal systems such as groups, rings and fields. The approach is axiomatic. Writing-intensive course. Prerequisite: Minimum grade of C in MATH 240.

MATH 415 Topology.....3

An introduction to topology. This course provides a basic introduction to the definitions and concepts of point set topology, and a brief introduction to algebraic topology (homotopy and the fundamental group). Prerequisite: Minimum of C in MATH 240.

MATH 422 Foundations and Philosophy of Mathematics...3

This culminating senior experience course in the mathematics major provides an introduction to mathematical philosophy with a consideration of the logical foundations of mathematics, its culture and practices. Also includes a development of the number systems. A broad review of mathematics will be done in preparation for the ETS Major Field test.



GLOBAL STUDIES AND MISSION

THE MAJOR FOR THE B.A. IN MISSIOLOGY AND ANTHROPOLOGY

ANTH 101	Cultural Anthropology	3
ANTH 201	People in Places	3
ANTH 251W	The Discovery of Foreign Worlds	3
ANTH 310	Comparative Religions	3
ANTH 320	Language and Culture	3
MISS 100	Intro. to Christian World Missions	3
MISS 220	Biblical Perspectives on Missions	3
MISS 310	Christ and Culture	3
MISS 420	Contemporary Issues	3
THEO 210	Foundations of Christian Spirituality	3
	<i>Subtotal Credit Hours:</i>	30

ANTHROPOLOGY CONCENTRATION

ANTH 301	Christ, Anth., and Econ. Systems	3
ANTH 395	Field Experience in Anthropology	3
ANTH 401	Ideas in Anthropology	3
	<i>Subtotal Credit Hours:</i>	9

MISSIONS CONCENTRATION

MISS 200	World Christian Movement	3
MISS 395	Field Experience in Missiology	3
MISS 401	Ideas in Missiology	3
	<i>Subtotal Credit Hours:</i>	9
	<i>Total Credit Hours:</i>	39

THE MINOR IN ANTHROPOLOGY

Twenty-one credits to include MISS, 100, 200, 220, 310, and 401; plus two MISS/ANTH elective courses.

THE MINOR IN MISSIOLOGY

Twenty-one credits, to include: MISS 100, 200, 220, 310 and 401 plus two MISS/ANTH electives.

ANTHROPOLOGY COURSE DESCRIPTIONS

ANTH 101 Cultural Anthropology3
This course is a survey of the field of cultural anthropology. The class will compare and contrast cultures around the world, discussing topics such as: the nature of culture, race and ethnicity, making a living in the environment, gender and marriage, family and kinship, stratification and poverty, political and economic systems, language, culture and personality, religion, the arts and world views. A Christian framework will provide the means of determining both the value and limits of cultural relativism..

ANTH 102 Introduction to Archeology

3

This course will study the procedures and methods of archaeology and studies of the material remains of cultures such as tools, ceramics, fibers, wood, bone and antler, stone, burials, housing. In many instances students will have opportunities for hand-on examination, analysis and even replication. Theoretical approaches of cultural functionalism, cultural materialism and cultural ecology; the applications of archaeology to both physical and cultural anthropology; and ethical matters pertaining to the practice of archaeology will be covered.

ANTH 103 Physical Anthropology

3

Physical anthropology, or biological anthropology, includes such concerns as human genetics, disease, race and environmental adaptations, and the search for human origins in the fossil record. Though this course approaches the question of human origins from a Christian and Biblical point of view, students will be expected to become familiar with a variety of origin models, and with the tools to evaluate them.

ANTH 201 People in Places

3

Cultural geography deals with the ways in which different cultures adapt to, use, and affect the landscape. Topics include cultural perceptions of the environment, the variety of cultural adaptations, technological levels and exploitative strategies, the origin and spread of cultures, the geography of settlement types, and the human impact on ecology. In practical terms, the student, armed with geography's organizing principles and skills, will be better able to make wise personal and societal decisions about using the environment and will be of more help in resolving conflicts among competing values and groups.

ANTH 210 Race and Ethnicity

3

The course will begin by examining the validity of the concept of race. Does it exist biologically? And if not, why do people around the world make use of this notion? The latter question will bring us to a discussion of ethnicity and of how people make use of cultural symbols to mark themselves or others off as distinct groups. Our perspective will be global, so we will examine issues of race and ethnicity not only for our own culture but for Africa, India, and many other cultures.

ANTH 251W The Discovery of Foreign Worlds

3

This writing intensive course is based on the premise that exposure to and knowledge of a variety of human cultures is essential to mastering a working knowledge of cultural anthropology. Through reading and discussing classic ethnographic writings, students will become familiar with the ethnographic process and with the cultures analyzed in the literature. Students will read from both assigned and elective writings and will prepare an ethnographic report for class presentation that will demonstrate the use of one or more research methods. Prerequisite: ANTH 101.

- ANTH 301 Christians, Anthropology and Economic Systems**3
This course is an anthropological survey of production and exchange systems from a Christian perspective. Along with the data from the field on different types of economies, we will investigate underlying principles and ethics that are the bases for human economic and social interaction. Particularly, our concern will be with revealing the ethic of reciprocity found in all human societies in either overt or covert forms. Ultimately, we will analyze and critique the modern market economy and propose ways to live as Christians in it and yet not of it. Prerequisite: ANTH 101.
- ANTH 310 Anthropology of Comparative Religions**.....3
This course will examine practiced religions around the globe from an anthropological perspective. Magic, ritual, healing, prayer, religious leadership, myth, formal belief systems, and religious changes will be discussed. The relationship between world and traditional religions will be analyzed as well. Our purpose will be to reveal the beauty of the Christian faith and to demonstrate what this faith has to offer to others, both in affirming God's previous work in a culture and in speaking boldly the Good News of Jesus Christ.
- ANTH 320 Language and Culture**3
Language and culture, or ethnolinguistics, examines the relationship between the cognitive categories of language and the worldview of culture. Anthropologists have long investigated this relationship as they have done fieldwork in remote places, often learning languages never before encountered by Westerners. This course will approach the field of ethnolinguistics from the perspective of its usefulness for language learning, for identification of a culture's core values, and for contextualization of the message of the Bible.
- ANTH 395 Field Experience in Anthropology**3
Students identify a community to study, either in the local area or abroad, collect data on the community using ethnographic methods, and write a paper describing the results. A formal presentation of the work is made to an audience that may include family and friends. Data may be collected in the summer prior to registering for the class, pending consultation with the professor.
- ANTH 401 Ideas in Anthropology**.....3
Anthropological explanations for the nature of human social and cultural life have varied greatly. We will survey the history of anthropological theories, including theories in cultural evolution, rationalism, functionalism, semiotics, and psychology. Our aim will be to understand the interrelated nature of various aspects of culture and to witness ways in which Christian transformation can bring about appreciation for traditional ways as well as radical change. Prerequisite: ANTH 101.

MISSIOLOGY COURSE DESCRIPTIONS

- MISS 100 Introduction to Christian World Missions**3
A comprehensive introduction to the World Christian Movement as it is involved in mission. The course provides a systematic and critical understanding based on biblical foundations, historical developments, cultural issues, and strategic approaches. Emphasis on what has happened and is happening to complete the task of world evangelization.
- MISS 200 Expansion of the World Christian Movement** ...3
An analysis of the dynamics of the growth of the Christian movement from the Apostolic era to the present day. Special attention is given to the major leaders in evangelization of new peoples and nations and to the diverse structures of mission outreach.
- MISS 220 Biblical Perspectives on Missiology**3
Old and New Testament perspectives which illuminate the nature and meaning of missions today. The Kingdom and people of God are explored along with the missionary nature of the Apostolic Church. Prerequisites: Minimum grades of C in BIBL 101, 102.
- MISS 310 Christ and Culture**.....3
This course presents anthropological models of cross-cultural ministry, addressing theoretical and practical concerns. Topics include: Christianity and culture, cross-cultural interpretation of the Bible and the Gospel, contextualization of theology, the missionary role, gifts and calling, support networks, ministry goals, leadership skills, second language acquisition, and models of interpersonal, ethical and spiritual reconciliation.
- MISS 395 Field Experience in Missiology**.....3
Supervised participation in the field efforts of a Christian missions organization that involves direct ministry responsibilities appropriate to the individual's level of prior experience. Typically, such placement will require one to cross a significant cultural boundary.
- MISS 401 Ideas in Missiology**3
This course will consider the development of missiological thought from the first world conferences of mission to the present. We will survey missiological ideas, including contextualization, globalization, ecumenicism, as well as responses to pluralism and neo-colonialism, among others. Most importantly, we will consider varying understandings and contemporary conclusions concerning the nature and task of mission. The relevance of mission both for the present and the future will be emphasized. Prerequisite: MISS 100.
- MISS 420 Contemporary Issues in Missions and Anthropology**.....3
This course is a senior seminar synthesizing missiological and anthropological issues and developments as they apply to the 21st century context. It presumes the interpenetration of biblical studies, missiological theories, and ethnographic and ethnolinguistic processes. Both non Western and Western approaches to understanding the missio Dei (the mission of God) will be considered in the context of the history of the growth of God's Kingdom. Prerequisite: ANTH 401 or MISS 401.



INTENSIVE ENGLISH AS A SECOND LANGUAGE (IESL) PROGRAM

IESL PROGRAM GOALS:

1. To teach students to develop and practice English proficiency within the four major language strands (reading, writing, speaking & listening, and grammar) at appropriately distinct levels
2. To provide students with cultural understanding and background of American history, heritage, and culture.
3. To teach American higher education standards and processes to students within the program

APPLICATION AND ADMITTANCE

The IESL program has three different types of students. Early College students are students who are planning to attend Eastern University traditional undergraduate programs but who have not met the English language proficiency that Eastern requires (6.5 IELTS or 79 TOEFL scores). These students apply and are processed through the Undergraduate Admissions Office. Early College students will also have the opportunity to take up to four (4) bilingual courses throughout their time in the IESL program. IESL-only students are students who are not necessarily interested in continuing into an Eastern University traditional undergraduate program, but who solely want to study English. These students apply directly through the IESL office. Both early college and IESL-only students must provide the following official documents:

- Application (Either Traditional Undergraduate or IESL Non-Conditional Degree)
- Official and sealed high school transcripts which show the state of graduated
- International health forms
- Financial statement of support

The third type of student is a “Community” or part-time student. These students are students who are only looking to take one or two specific IESL courses rather than an entire full-time level. These students apply for the program directly through the IESL office (iesl@eastern.edu). These students must provide the following official documents:

- IESL Non-Conditional Degree
- Financial statement of support (specified ESL courses)

Admission to Eastern University’s Traditional Undergraduate program or Graduate programs is not guaranteed by admission to the IESL Program. In order for students to matriculate into Eastern University Traditional Undergraduate programs or into Graduate programs, students must successfully complete IESL Level 3 as well as the IESL Standardized Completion Test.

IESL CREDITS

Once Early College students successfully complete the IESL program, they will have earned 12 general education credits:

Course Code	Course Title	Credits
ENGL 106	Intermediate English as a Second Language	3
ENGL 107	Intermediate English as a Second Language	3
ENGL 201	Advanced English as a Second Language	3
INST 216B	Heritage of the U.S. Culture	3

**Note: students who enter as IESL only, but who wish to convert their IESL certificate into these undergraduate credits may pay the conversion fee.*

DESCRIPTIONS OF LEVELS AND COURSES

IESL 091 (LEVEL 1)

IESL 10 Level 1 Reading

This course develops and practices introductory and beginning reading skills that will enable students to understand basic American texts and materials, describe, analyze, and relate content, and to demonstrate comprehension of basic reading texts.

IESL 11 Level 1 Grammar

This course develops and practices foundational and introductory English grammar skills that will enable students to identify lexical categories, use basic forms of those lexical categories, and to create simple sentences.

IESL 12 Level 1 Writing

This course develops and practices basic introductory and foundational writing skills that will enable students to communicate with both social and academic writing.

IESL 13 Level 1 Listening & Speaking

This course equips students with introductory and elementary-level English speaking and listening skills that will enable them to understand American speech and criteria for foundational oral communication.

IESL 14 Level 1 Integrative Studies

This course combines skills learned in the other courses to enable students to transfer language knowledge from grammar, reading, writing, listening and speaking to combine them into practiced holistic fluency of the English language.

IESL 092 (LEVEL 2)

IESL 20 Level 2 Reading

This course improves the proficiency (speed and efficiency) of intermediate students’ reading in English in order to obtain, process, and provide subject matter that has been written about through reading comprehension and vocabulary.

IESL 21 Level 2 Grammar

This course practices beginner grammar skills and develops intermediate grammar skills that will enable students to understand grammar in oral and written English. This course will also identify, practice, and use lexical categories in order to create complex sentences and paragraphs.

IESL 22 Level 2 Writing

This course enables students to practice beginner writing skills and to develop intermediate writing skills that will enable students to communicate thoughts and feelings in writing by writing complex sentences and complex paragraphs. This course will also help intermediate students practice effective essay organization and formatting and give the ability to interact in academic settings through writing.

IESL 23 Level 2 Listening & Speaking

This course equips students with effective intermediate skills that will increase pronunciation, fluency in American English, and active listening at the intermediate level in order for students to be able to communicate effectively in social interactions and academic settings.

IESL 24 Level 2 Integrative Studies

This course provides an opportunity to integrate language skills in combination with learning and discussing major historical terminology, events, and figures in American heritage, history, and culture.

IESL 093 (LEVEL 3)**IESL 30 Level 3 Reading**

This course equips students to improve the proficiency (speed and efficiency) of advanced students' reading in English as well as practicing vocabulary and critical analysis through textual analysis.

IESL 31 Level 3 Grammar

This course practices intermediate grammar skills and develops advanced grammar skills that will enable students to understand complex English texts as well as to create and to use grammatical concepts.

IESL 32 Level 3 Writing

This course allows students to practice intermediate writing skills and develop advanced writing skills that will enable students to understand American speech in writing, practice editing writing, and communicate both objectively and subjectively in English writing in social and academic contexts.

IESL 33 Level 3 Listening & Speaking

This course practices intermediate English speaking and listening skills and develops advanced speaking and listening skills that will enable students to understand American speech and criteria for effective oral communication in both social and academic settings.

IESL 34 Level 3 Integrative Studies

This course provides an opportunity to integrate advanced academic English skills in reading, writing, listening & speaking, and grammar with the content of American heritage, history, and culture as well as critical thinking and logic.

CHINESE/ENGLISH BILINGUAL COURSES:

BIBL 101B History of Early Christianity3

This course introduces the general content and main episodes of the story of Israel in the Old Testament. The focus is on understanding the flow of events, key characters, stories, themes, genres, and historical settings of the Old Testament. Students will also begin to explore how the gospel continues and develops Old Testament themes.

BIBL 102B History of the New Testament.....3

This course covers the New Testament period of Christianity. This is a descriptive and critical introduction to the principles of biblical interpretation and major elements of the New Testament, including the Jesus of the Gospels, the developing church in Acts, Paul the interpreter of Christ, the General Letters, and visions of the Revelation.

MATH 140B Bilingual College Algebra.....3

This course will explore techniques for solving a variety of algebraic equations involving linear, quadratic, exponential, and logarithmic functions. These techniques will be used in solving problems involving the graphical and algebraic representation of quantitative data using these functions. In addition, inequalities and system of equations will be studied. This course is intended for any student who is preparing for Pre-calculus or any other course requiring these algebraic skills and satisfies the quantitative reasoning general education. Any student who has received credit for Pre-calculus (MATH 150) or any higher-level math course may not take this course for credit.



MUSIC

Audition Required.

THE MAJOR FOR THE B.A. IN MUSIC

Core courses required for all concentrations:

MUSI 101	Music Skills (may be exempt by examination)	3
MUSI 104, 203, 204, 304	Musicianship I, II, III, IV	2, 2, 2, 2
MUSI 104L, 203L, 204L, 304L	Aural Skills 1, 2, 3, 4	1, 1, 1, 1
MUSI 302	Composition, Orchestration and Arranging	3
MUSI 305, 306W, 405	Music Connections I, II, III	3, 3, 3
MUSI 381	Instrumental Conducting and Procedures	2
MUSI 382	Choral Conducting and Procedures	2
MUSI 105, 106	Piano Class I, II (may be exempt by examination)	1, 1
MUSI 125, 126	Voice Class I, II (may be exempt by examination)	1, 1
MUSI 438	Music Career Management	2
	(Music Education students are exempt)	
	Ensemble	6
MUSI 440	Senior Recital	0
	<i>Subtotal Credit Hours:</i>	<u>36-43</u>

GENERAL CONCENTRATION

APPLIED MAJOR	(Private lessons in student's performing medium)	8
MUSIC ELECTIVES	.....	6
MUSI 999	Music Recital and Repertory	0
	<i>Subtotal Credit Hours:</i>	<u>14</u>
	<i>Total Credit Hours:</i>	<u>50-57</u>

Note: Voice majors must take Vocal Diction: Italian, Latin and English, German, and French to satisfy four credits of music electives.

PROFESSIONAL CONCENTRATIONS

COMPOSITION/ELECTRONIC MUSIC CONCENTRATION

MUSI 145	Electronic Music	2
MUSI 223, 224	Composition I, II	2, 2
MUSI 323, 324	Composition III, IV	2, 2
MUSI 423, 424,	Composition V, VI	2, 2
MUSI 434	Writing for Instruments	3
MUSI 438	Music Career Management	2
MUSI 461, 462	Apprenticeship I, II	1, 1
	<i>Subtotal Credit Hours:</i>	<u>21</u>
	<i>Total Credit Hours:</i>	<u>57-64</u>

CONTEMPORARY MUSIC CONCENTRATION

MUSI 145	Electronic Music	2
MUSI 195/196	Private Lessons	8
MUSI 353	Contemporary Music Production	3
MUSI 354	American Popular Music Since World War II	3
SEMESTER AWAY	Contemporary Music Center in Nashville	15
	<i>Optional</i>	
MUSI 495	Internship (at CMC in Nashville)	12
	<i>Subtotal Credit Hours:</i>	<u>43</u>

MUSI 438	Music Career Management	2
MUSI 461,462	Apprenticeship	1, 1
MUSI 434	Writing for Instruments	3
MUSI 223	Composition I	2
MUSI 195	Private Lessons	1
MUSI 413	Leadership and Discipleship	2

Credits: 12

OR by Application only

MUSI 495	(at CMC in Nashville)	12
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Total Credit Hours: 79-86

Note: The internship is limited and requires an application prior to acceptance.

MUSIC EDUCATION CONCENTRATION

All Music Education Concentration students must elect SPAN 101-102 for satisfaction of the Core Curriculum Language requirement for the Bachelor of Arts. Refer to the Education section for additional requirements and information.

APPLIED MAJOR	(Private lessons in student's performing medium. Voice Majors take MUSI 137, 138, 237 and 238 plus 10 credits)	14
MUSI 173, 173L, 174, 174L	String Instruments I, II with Labs	1, 1
MUSI 250	Music in World Cultures	3
MUSI 273, 273L, 274, 274L	Woodwind Instruments I, II with Labs	1, 1
MUSI 333, 334	Elementary/Secondary Music Methods and Materials	3, 3
MUSI 371, 371L, 372, 372L	Brass Instruments I, II with Labs	1, 1
MUSI 473, 473L	Percussion Instruments and Lab	1
	<i>Subtotal Credit Hours:</i>	<u>30</u>

PROFESSIONALLY RELATED COURSES:

EDUC 200	Social and Philosophical Foundations of Modern Education	3
EDUC 201	Introduction to Special Education	3
EDUC 205	Child Development or	
EDUC 209	Adolescent Development	3
EDUC 211	Educational Psychology	3
EDUC 301	Evaluation and Assessment of Students in Inclusive Settings	3
EDUC 384	Inclusive Education	3
EDUC 403	Reading Strategies for Middle and Secondary Content Area	3
EDUC 410	Student Teaching	12
EDUC 412	Teaching English as a Second Language	3
EDUC 420	Practicum	3
	<i>Subtotal Credit Hours:</i>	<u>39</u>

Total Credit Hours: 105-112

Note: Music Education Concentration may require an extra semester due to student teaching requirements. Also, please refer to the Education Department section of the catalog for additional requirements and information.

PERFORMANCE CONCENTRATION

(This concentration requires the successful completion of an audition near the end of the second semester of private study.)

APPLIED MAJOR	(Private lessons in student's performing medium. Voice majors take MUS 137, 138, 237, 238 plus 18 credits of voice lessons)	22
MUSI 340	Junior Recital	0
MUSI 157, 158	Chamber Music	1, 1
MUSI 437	Pedagogy and Literature	2
	<i>Subtotal Credit Hours:</i>	26
	<i>Total Credit Hours:</i>	62-69

WORSHIP ARTS CONCENTRATION

APPLIED MAJOR	(Private lessons in student's performing medium)	16
APPLIED MINOR	(Private lessons in student's secondary performing medium)	4
MUSI130D	Chapel Worship Team	2
MUSI 341	Resources for Worship	2
MUSI 352	The Philosophy and Administration of Worship Arts	2
MUSI 411	The History and Practice of Christian Worship	2
MUSI 413	Leadership & Discipleship	2
MUSI 434	Writing for Instruments	3
MUSI 441, 442	Worship Arts Internship I, II	1, 1
	<i>Subtotal Credit Hours:</i>	35

PROFESSIONALLY RELATED COURSES:

THEO 210	Foundations of Christian Spirituality	3
THEO 240	Theological Thinking	3
	<i>Subtotal Credit Hours:</i>	6
	<i>Total Credit Hours:</i>	77-84

Recommended courses for Worship Arts concentration:

MUSI 395	Field Experience	3
PSYC 206	Adolescent Psychology or	3
PSYC 240	Basic Counselling	3

THE MINOR IN MUSIC

MUSI 104, 203; EA 110; 4 credits of ensembles- MUSI 165/166 or MUSI 191/192 (2 years of continuous study preferred); 4 credits of private lessons- MUSI 195/196 (2 years of continuous study preferred); 3 credits of electives from any MUSI course (MUSI 101 may satisfy as an elective). Total credit hours: 20

COURSE DESCRIPTIONS

MUSI 101	Music Skills	3
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Music Skills is a course designed to introduce the student to some of the basic elements of music, including notation, harmony, and rhythm. Emphasis will be placed on developing familiarity with notation, note values and identification, scales, keys, and simple rhythms. Computer instruction and hands-on exploration of electronic instrumentation

will be covered and used extensively as an aid to understanding and to develop computer literacy in musical contexts. Musical projects will be recorded in the studio. This course also prepares the student for Musicianship I offered in the spring semester. Priority given to music majors.

MUSI 104	Musicianship I	2
MUSI 104L	Musicianship I Lab	1

Two related courses designed to develop the aural, performing, and analytical skill of the student. Compositional skills are studied and practiced and the ability to sight sing and take dictation is developed through exercise in and out of class. Included will be music materials from the 17th and 18th centuries as well as the 20th century. Prerequisite: Minimum grade of C in MUSI 101 or demonstrated proficiency in treble and bass clef reading as approved by the instructor. MUSI 104 meets three hours weekly; MUSI 104L meets one hour weekly. No fee applies.

MUSI 105	Piano Class I	1
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A course designed to acquaint the student with the skills necessary for beginning piano study. This course is part of a two-semester sequence designed to prepare students for the keyboard proficiency exam. Priority to music majors. Due to limited space, registration will be forfeited if the student does not attend the first class meeting or make arrangements to be excused.

MUSI 106	Piano Class II	1
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A course designed to lead the student to keyboard proficiency. The course consists of weekly classes during which individual students will be given instruction at the keyboard. Each student will develop his/her repertoire and monitor his/her own growth as a pianist. Students must have taken Piano Class I or have equivalent performance ability, as approved by the course instructor. Due to limited space, registration will be forfeited if the student does not attend the first class meeting or make arrangements to be excused.

MUSI 125, 126	Voice Class I, II	1, 1
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A course designed to assist the student in the development and basic techniques of the singing voice, to give the student a knowledge of proper vocal production and to begin his/her own progress. This course is for non-voice majors. It is required of non-voice concentration majors in music education.

MUSI 137	Vocal Diction: English	1
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The first of the four-semester sequence, this course instructs the student of voice on basic skills in International Phonetic Alphabet (IPA), Vowel and Consonant Chart, and English diction. Students must take the sequence in chronological order and must study private voice during each semester.

MUSI 138	Vocal Diction: Latin and Italian	1
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The second of the four-semester sequence covering the principles of accurate pronunciation in Latin and English. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUSI 137.

MUSI 145 Electronic Music 2

This course is designed to provide those students who are inexperienced in the studio but musically inclined and familiar with some of the resources and skills used in various aspects of electronic studio music production. (Students should be able to work out simple known melodies by ear and write simple original tunes before taking this course.) Focus will be on the basics of the equipment necessary for the projects involved - MIDI systems, sampling, and synthesizer keyboards and associated gear. It is designed to meet the needs of talented curious students who want to get direct feedback on their musical ideas, regardless of their personal preferences in music, and with a minimum of technical jargon. Piano proficiency is not required, but some experience on an instrument (i.e., guitar) is helpful. Students will become familiar with multi-track recording techniques, basic mixing, signal processing, and editing. Increased computer literacy and awareness of musical form, aesthetic considerations, and articulation are natural consequences of this course. Due to limited space, registration will be forfeited if the student does not attend the first class meeting or make arrangements to be excused. Priority given to music majors.

MUSI 155 Basic Guitar Class 1

A course offered for beginners who will learn the fundamentals of guitar as applied to praise music and folk/pop. The course covers basic playing techniques, chords, strumming patterns, and assembling a large song list. Offered each semester.

MUSI 157, 158 Chamber Music 1, 1

An ensemble course designed for more advanced performers to explore the repertoire for various small groupings of instruments and voices. Such groupings may include brass, woodwinds, strings, percussion, and various keyboard instruments. Participants will be coached by a faculty member and encouraged to perform.

MUSI 165, 166 Vocal Ensembles 1, 1

The University Choir provides intensive training in all aspects of choral singing. All students who enroll in University Choir assume the obligation to participate in touring choir if selected. Turning Point is a small touring ensemble giving approximately 10 concerts a semester in churches and schools. Angels of Harmony is a Gospel choir committed to ministry and diversity. The repertoire includes the richness of African-American heritage coupled with contemporary Black Gospel music. This group performs throughout the tri-state area during the academic year. Ensembles are open to all students by audition. Membership is required for both semesters.

MUSI 168 Touring Choir 0-1

The touring choir is selected from University Choir members by the director during the fall semester. Students who participate in the fall and who fulfill their performance obligations in the spring, including any University Choir performance at Spring Commencement, may receive one hour credit in the spring semester. Note: An activity credit.

MUSI 173, 173L String Instruments I 1, 0

A course designed to prepare the prospective music teacher to teach violin and viola in the elementary and secondary public school environments. This course is the first of a two-semester sequence in string instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies.

MUSI 174, 174L String Instruments II 1, 0

A course designed to prepare the prospective music teacher to teach cello and string bass in the elementary and secondary public school environments. This course is the second of a two-semester sequence in string instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Minimum grade of C in String Instruments I or equivalent professional competency. Offered every three years. Lab fee applies.

MUSI 191, 192 Instrumental Ensembles 1, 1

One-year activity courses. Both semesters must be taken to receive credit. St. Davids Orchestra Society, Eastern Winds, Eastern Jazz Ensemble, Jazz Combo, MIDI Ensemble, Percussion Ensemble, Flute Ensemble, and Eastern Strings are comprised of players interested in repertoire of various performing forces. The ensembles perform on and off campus. All ensembles are open to all students by audition. Membership is required for both semesters.

MUSI 195, 196 Private Lessons 1, 2 3

Instruction with emphasis on correct performance techniques. A minimum of four hours practice per week is assumed for each credit taken. Private lessons may be taken each semester the student is enrolled. Non-majors may take private lessons for credit. Registration through Music Office. Note: Not an activity credit. See course fees. Offerings include Bagpipes, Bass Trombone, Bassoon, Clarinet, Computers in Music, Double Bass, Flute, French Horn, Guitar, Harp, Oboe, Organ, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Violoncello, Voice.

MUSI 203 Musicianship II 2**MUSI 203L Musicianship II Lab** 1

A continuation of the study of musical materials and structures, progressing through the tonal systems of the 18th through 20th centuries. Listening skills of harmonic, melodic, and rhythmic dictation as well as sight singing skills are emphasized. Designed to develop in the student an understanding of larger forms and various tonal systems. Included is music from various cultures. MUSI 203 meets three hours weekly; MUSI 203L meets one hour weekly. Prerequisite: Minimum grade of C in MUSI 104. No fee applies.

MUSI 204 Musicianship III 2**MUSI 204L Musicianship III Lab** 1

Two related courses designed to examine chromatic harmony and modulation. The course also will introduce counterpoint, with emphasis on the 18th century. Included will be analysis, transcription, and composition. Sightsinging and ear training are also a regular part of this course. MUSI 204 meets three hours weekly; MUSI 204L meets one hour weekly. Prerequisite: Minimum grade of C in MUSI 203. No fee applies.

MUSI 223, 224 Composition I, II 2, 2

Composition I is an introduction to composition through private instruction. Prerequisite: Minimum grade of C in MUSI 104. Private lesson fee applies. Composition II is a continuation of private study in composition. Prerequisite: Minimum grade of C in MUSI 203. Private lesson fee applies.



- MUSI 237 Vocal Diction: German** 1
The third of the four-semester sequence covering the principles of accurate pronunciation in German. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUSI 138.
- MUSI 238 Vocal Diction: French** 1
The fourth of the four-semester sequence covering the principles of accurate pronunciation in French. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUSI 237.
- MUSI 250 Music in World Cultures** 3
This course is an exploration into the music of various ethnic groups in their cultural contexts. It will examine basic assumptions about the study of music, both within and outside an academic setting, and the relationship between music and society. Basic knowledge of music is an asset, but not a requirement. This course fulfills the Knowledgeable about Global Diversity general education requirement.
- MUSI 255 Intermediate Guitar Class** 1
A course offered for those who have completed Basic Guitar Class or who are comfortable playing the guitar's basic chords. This class will seek to advance guitar skills for the playing of praise and worship guitar. The student will assemble a large praise song list, learn about the history and theology of hymns and praise songs, practice strumming and finger-picking patterns, and learn basic music theory. Techniques learned are applicable to various styles of music. Offered each semester.
- MUSI 273, 273L Woodwind Instruments I** 1, 0
A course designed to prepare the prospective music teacher to teach flute, clarinet, and saxophone in the elementary and secondary public school environments. This course is the first of a two-semester sequence in woodwind instrument performance and pedagogy. The performance component will include proper embouchure development, posture, developing a characteristic sound, a variety of articulations, tuning and intonation, and range. Techniques for teaching each of the above-mentioned performance skills, diagnostic and prescriptive skills, and selection and care of the instruments and their accessories will comprise the course's pedagogical element. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies.

- MUSI 274, 274L *Woodwind Instruments II***1, 0
A course designed to prepare the prospective music teacher to teach oboe and bassoon in the elementary and secondary public school environments. This course is the second of a two-semester sequence in woodwind instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Grade C or better in *Woodwind Instruments I* or equivalent professional competency. Offered every three years. Lab fee applies.
- MUSI 302 *Composition, Orchestration and Arranging***3
A study of the basic elements of music in various contexts for the purpose of understanding and creating original and adapted works of music. Designed to equip the student with skills to compose and develop musical ideas. Included will be arranging and orchestration with consideration of theological assumptions of musical creativity.
- MUSI 304 *Musicianship IV***3
A course introducing the harmony of jazz and popular music and other modern music theories. This course will include sight singing and ear training as well as work in the electronic music studio. Meets four hours weekly including MUSI 304L *Musicianship IV Lab*. Prerequisite: Minimum grade of C in MUSI 204. No fee applies.
- MUSI 305 *Music Connections I***3
A course designed to familiarize the student with the music of Baroque, Renaissance, and Medieval periods. Included will be independent and group research and class presentations. An interdisciplinary approach to music history is expected with examination into concurrent social, theological, philosophical and artistic developments. No fee applies.
- MUSI 306W *Music Connections II***3
A course designed to examine the music of the Classical and Romantic periods. Included will be an interdisciplinary approach to the concurrent developments in society, theology, philosophy and art. Composers, program music, symphony, chamber music, opera, church music, lieder, and music for the piano will be studied and analyzed. The student will be responsible for independent and group research and class presentation. Writing-intensive course. Prerequisite: Minimum grade of C in MUSI 305.
- MUSI 323, 324 *Composition III, IV***2, 2
Intermediate study of composition structured as private lessons. Each course requires a minimum grade of C in the prior course. Private lesson fee applies.
- MUSI 333 *Elementary Music Methods and Materials***3
A course designed to familiarize and equip the student with those techniques which are necessary for teaching music in the elementary and middle school setting. The course will aid the future teacher in formulating a logical and sequential teaching approach. Emphasis will be given to philosophy and methods.
- MUSI 334 *Secondary Music Methods and Materials***3
A course designed to familiarize and equip the student with those techniques which are necessary for teaching music in the high school setting. The course will aid the future teacher in formulating a logical and sequential teaching approach. Emphasis will be given to philosophy and methods.
- MUSI 340 *Junior Recital***0
A program of prepared repertoire demonstrating the performing achievement of the student.
- MUSI 341 *Resources for Worship***2
A practical course providing information and training in worship leading for traditional and contemporary music, worship teams, audio/visual, and service planning- all geared for church and youth settings. Class sessions will include lectures and discussion of reading and lecture material, evaluation experiential assignments, small group interaction, and various creative experiences inside and outside the classroom.
- MUSI 352 *The Philosophy and Administration of Worship Arts***2
A course designed to prepare the Worship Arts major to develop a clear theology of worship and philosophy in addition to approaching the varied tasks associated with music leadership.
- MUSI 353 *Contemporary Music Production***3
Contemporary Music Production is a course designed to provide students with industry standard resources and skills used in various aspects of studio music production and recording. Focus will be on the applied functions and features of the equipment necessary for the projects involved - MIDI systems, sampling and synthesizer keyboards and associated gear, software synthesizers and recording platforms including Digital Performer, Logic and Pro Tools. It is designed to meet the needs of talented students who want direct experience in digital audio engineering, manipulation and mixing. The course includes on and off-campus instruction and studio time as well as online access to instruction and review by recognized experts in the audio and music production fields. Internships will be available at several locations. Increased computer literacy and awareness of musical form, aesthetic considerations and articulation are associated and inevitable outcomes of this course.
- MUSI 354 *American Popular Music Since World War II***3
This is a music history course covering the determinate elements of American popular music from the 1940's to the present. We will listen to many examples of this music and discuss the evolution and development of musical styles, instrumentation, lyrical direction, and recording and production technology of music during this period. Beyond the strictly musical aspects there will be examination and discussion of how this music has and continues to impact social culture and even political thought.
- MUSI 371, 371L *Brass Instruments I***1,0
A course designed to prepare the prospective music teacher to teach trumpet and French horn in the elementary and secondary public school environments. This course is the first of a two-semester sequence in brass instrument performance and pedagogy. The performance component will include proper embouchure development, posture, developing a characteristic sound, a variety of articulations, tuning and intonation, and range. Techniques for teaching each of the above-mentioned performance skills, diagnostic and prescriptive skills, and selection and care of the instruments and their accessories will comprise the course's pedagogical element. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies.

- MUSI 372, 372L Brass Instruments II**.....1,0
A course designed to prepare the prospective music teacher to teach trombone, baritone, and tuba in the elementary and secondary public school environments. This course is the second of a two-semester sequence in brass instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Grade C or better in Brass Instruments I or equivalent professional competency. Offered every three years. Lab fee applies.
- MUSI 381 Instrumental Conducting and Procedures**2
A course designed to deal with techniques particular to instrumental work, such as baton technique, score reading and preparation. The course includes organization and administration of bands and orchestras. Practice conducting will be in both class and ensemble situations. This will be an advanced survey of the important conducting techniques, gaining an in-depth knowledge of beat patterns, expressive gestures, tuning, balance, ensemble, entrance and release, embellishments, clefs, and mastery of the full score. Prerequisite: Minimum grade of C in MUSI 204.
- MUSI 382 Choral Conducting and Procedures**.....2
A course that includes developing the techniques of beat pattern, entrances and releases, cueing, score preparation and rehearsing. Included is choral interpretation and vocal production, selection of materials, organization and administration of choral groups. This course will also include conducting in class and ensemble situations. Prerequisite: MUSI 381.
- MUSI 405 Music Connections III**3
A course designed to acquaint the student with the music of the 20th century. It will consist of the study of classical, jazz and popular music and an examination of significant developments in the music of popular culture and “high” or aesthetic culture. Major composers, compositions, and performers will be examined through writings, recordings and concerts. Prerequisite: Minimum grade of C in MUSI 306.
- MUSI 411 The History and Practice of Christian Worship**.....2
This course is designed to give the student a grasp of the phenomenon of Christian worship from the early church to present, through studying practices of the church, such as the observance of time, the use of worship space, public prayer, the service of the Word, the sacraments, and the practices that apply to one’s every stage of life’s journey.
- MUSI 413 Leadership & Discipleship**2
This course will equip students with an understanding of what authentic leadership is, how to guide the church into the presence of God through worship, learn how to help develop spiritual growth of team members, and lastly help students pursue and devote themselves to worshipping God in their private and public lives.
- MUSI 423, 424 Composition V, VI**.....2, 2
Advanced study of composition structured as private lessons. Each course requires a minimum grade of C in the prior course. Private lesson fee applies.
- MUSI 434 Writing for Instruments**.....3
Writing for Instruments is an advanced orchestration course. The course is designed to familiarize the student with principles of writing involving strings, woodwinds, brass, percussion, and to a lesser extent, world instruments and experimental and unconventional sound making objects. Ranges, sound properties, performance techniques, and notation will be included. Offered in fall, odd years.
- MUSI 437 Pedagogy and Literature**.....2
The course is offered in conjunction with private study. Methods of private teaching and repertoire development will be examined. Will include observation and teaching. Private lesson fee applies.
- MUSI 438 Music Career Management**.....2
A course designed to assist the upper level music major in planning a career. Christian faith, performance and service, life management, artistic representation, strategic planning, technological implications, and audition and competition preparation will be explored. Legal issues and grant request writing will be included. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement. Open to non-music majors by permission of the instructor. This course is recommended for the semester of the senior recital or the semester preceding the senior recital.
- MUSI 440 Senior Recital**0
A program of prepared repertoire demonstrating the performing achievement of the student. The recital length will be thirty minutes for those whose concentration is Music Education; sixty minutes for all other concentrations. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement for students in the Music Education Concentration.
- MUSI 441, 442 Worship Arts Internship I, II**1, 1
A course designed to provide professional mentoring and apprenticeship in local churches with active music ministries.
- MUSI 461, 462 Apprenticeship I, II**1, 1
A course designed to provide professional mentoring and apprenticeship in student’s major area of music.
- MUSI 473, 473L Percussion Instruments**.....1, 0
A course designed to introduce the student to the instruments and performing and teaching techniques of the percussion family. Includes class instruction for music majors in the fundamentals of the percussion instruments. The course will include one lecture session and one lab session per week. Lab fee applies. Offered in fall, every three years.
- MUSI 999 Music Recital and Repertory**0
This required non-credit course reserves Mondays from 3:00-3:50 p.m. for professional concerns such as recitals, repertoire classes, master classes, and departmental meetings. Each semester, all students majoring in music are required to register for MUSI 999 Music Recital and Repertory.

NURSING

Mission Statement: The Department of Nursing at Eastern University prepares undergraduate nursing students for thoughtful and productive lives of Christian faith, leadership, and service as generalist nurses and members of the global nursing community.

The Department of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE).

In addition to the plan of study presented below, nursing students must complete the general education requirements of the College of Arts and Sciences.

THE MAJOR FOR THE BACHELOR OF SCIENCE IN NURSING

Required Courses:

First Year

CHEM 118	Chemistry for Healthcare.....	4
MATH 140	College Algebra.....	3
PSYC 100	General Psychology.....	3
	Fine Arts Elective.....	3

Sophomore Year

BIOL 216	Microbiology.....	4
BIOL 233	Anatomy & Physiology I.....	4
BIOL 234	Anatomy & Physiology II.....	4
EXSC 220	Basic Nutrition Science.....	3
MATH 220	Statistics.....	3
NURS 250	Academic Nursing Essentials.....	3
NURS 320	Intro to Professional Holistic Nursing.....	4

Junior Year

NURS 310	Pathophysiology/Pharmacology.....	4
NURS 340	Fundamentals of Nursing Practices.....	5
NURS 350	Health Promotion, Health Education and Assessment.....	5
NURS 360	Nursing Care of Adults I.....	4
NURS 380	Nursing Care in Mental Health and Illness.....	4
NURS 390	Maternal-Child Nursing Care.....	4
NURS 404	Nursing Research.....	3

Senior Year

NURS 370	Nursing Care of Adults II.....	4
NURS 402	Leadership in Nursing Practice.....	3
NURS 403	Holistic Family/Community Nursing Practice.....	4
NURS 440	Nursing Care of Adults III.....	4
NURS 450	Pediatric Nursing Care.....	4
NURS 460	Nursing Care and Chronic Illness.....	4
NURS 480	Capstone.....	3
NURS 485	Synthesis of Nursing Knowledge.....	4

ADMISSION TO THE NURSING MAJOR:

Admission to the nursing major is a two-step process. First, the Department of Nursing Admissions Committee will review the files of first year students accepted to Eastern University. Qualified students will be accepted into the pre-nursing cohort. Students will receive a letter informing them of the Department of Nursing Admissions Committee decision shortly after a decision has been made. Acceptance to the Pre-Nursing Cohort will allow students to take courses in Eastern's Core Curriculum as well as the preliminary courses towards Eastern's Bachelor of Science in Nursing degree. The second step occurs during the spring semester sophomore year, members of the Pre-Nursing

cohort will have the opportunity to apply for formal admission to the Nursing major reaffirming their interest in pursuing a degree in nursing. In order to be fully accepted into the Nursing major, students must complete the required courses, earn a 3.0 GPA overall, a 2.75 GPA in the pre-requisite sciences with no science or math grade below a "C", and complete the nursing major admissions packet.

CLINICAL EDUCATION REQUIREMENTS

Mandatory Health Documentation and Legal Credentialing Policies and Procedures

State and local health officials require the following specific information to be maintained on all Eastern University nursing students. This information will be submitted via the Eastern University health history, immunization record and physical form SIGNED BY YOUR HEALTH CARE PROVIDER.

Furthermore, students will be responsible for obtaining additional immunizations as required by the University, clinical facilities, and/or government regulations.

Additionally, junior and senior nursing students must submit and update the following information and submit proof of recertification whenever expired:

- Driver's license
- Basic Life Support for Health Care Providers certification for adult, infant and child and AED
- Comprehensive criminal background check
- Child abuse clearance
- FBI clearance (one time only)
- Current personal health insurance
- Malpractice insurance
- PPD within one year and repeated annually; if positive Quantiferon Gold test will be required.
- Influenza vaccine
- Random drug testing
- Tdap vaccine (Tetanus, Diphtheria, Acellular Pertussis)
- MMR immunization and proof of immunity through antibody titers
- Varicella vaccine and proof of immunity through antibody titers
- Hepatitis B series and proof of immunity through antibody titers

It is the student's responsibility to keep all documents in a safe place and know when they need renewal.

Enrolled students who do not comply with immunization requirements and mandatory health documentation will be notified in writing by Eastern's director of student health services and followed up by the Department of Nursing.

Students who do not comply with mandatory health documentations will be immediately placed on academic hold by Eastern's Student Health Services. This results in the student being ineligible for Eastern University benefits including future registration. **The student will**

not be allowed to attend current and future classes or clinicals until documentation is complete. Students not in compliance are responsible for the consequences of their removal from these clinical rotations (e.g., course failure). Additionally, course coordinators will notify students who are ineligible to attend clinical rotations.

The Chair of the Department of Nursing will contact students with an unfavorable criminal background check. **It is the student's responsibility to contact the PA State Board of Nursing regarding licensure with an unfavorable result on a criminal background check.** Students with an unfavorable criminal background check may not be able to participate in clinical rotations at affiliated health care institutions. If a student cannot participate in clinical rotations, said student will be unable to complete the nursing program.

Please note:

1. The University reserves the right to refuse to register any student until he/she complies with all health requirements and provides the University with appropriate documentation.
2. The Department of Nursing reserves the right to refuse to allow any student to continue in clinical rotations until he/she complies with all health and legal document requirements and provides the Department with appropriate documentation.

PROGRESSION POLICY

In order to progress through the nursing program, students must meet all of the stated academic requirements (including successful completion of all pre-requisites). Students must earn a "C" or better in all pre-requisite math/science courses. In order to be fully accepted into the Nursing major, students must complete the required courses, earn a 3.0 GPA overall and a 2.75 GPA in the pre-requisite science courses (CHEM 118, BIO 216, BIOL 233, and BIOL 234). Students may only repeat one science course one time to improve their science GPA.

Students in the undergraduate nursing major will not be permitted to continue in the nursing program nor enroll in additional nursing courses if they receive a grade of less than a 75 ("C") in any nursing course. Students may repeat the course when it is offered again.

For courses with a clinical component, the clinical practicum is graded either Satisfactory or Unsatisfactory. If a student earns an "Unsatisfactory" in any clinical practicum, he or she must retake the entire course (both the theoretical and clinical components). The student with an "Unsatisfactory" clinical grade may not continue in the program until he or she retakes the entire course and earns a grade of 75 ("C") or better. Students may only repeat any course once.

PROGRAM DISMISSAL FOR ACADEMIC REASONS

Students may only repeat any nursing course one time. A student may only fail one course within the entire program. A second failure will result in dismissal from the program. Failure is considered any grade below a 75 ("C"). A student who fails two different nursing courses or has two failures in the same nursing course will be dismissed from the program.

The Department of Nursing and Eastern University reserve the right to dismiss a student from the program for ethical, legal or professional conduct unsuited to the nursing profession.

GRADUATION POLICY

In order to be granted a Bachelor of Science in Nursing degree students must successfully complete all the requirements for the nursing program and for Eastern University (as listed in the Eastern University College of Arts and Sciences catalog). In addition, the student must have successfully passed or remediated all ATI Content examinations and have passed the ATI RN Comprehensive Predictor Exam. No Pennsylvania State Board of Nursing, Nursing Education Verification Form will be signed by the Department of Nursing unless ATI scores meet or exceed the benchmark.

BACHELOR OF SCIENCE IN NURSING (PRE-LICENSURE FOR COLLEGE GRADUATES)

By the year 2020, the U.S. health care industry expects to see a shortage of 800,000 registered nurses, just as the aging baby-boomer population increases its demand on medical services. With this in mind, Eastern University has developed a pre-licensure program to help students who have non-nursing bachelor's degrees prepare for a nursing career. Three years of credit is transferred from the first degree. The BSN Two2 curriculum incorporates teaching strategies that support and encourage adult learning. The program faculty are experienced professionals who stay current with the latest developments in nursing and health care. The prerequisites of the program are a 3.0 GPA, a bachelor's degree from an accredited college/university and courses in Anatomy and Physiology I and II, Microbiology, Chemistry, Statistics, and Nutrition. This program received full approval of the Pennsylvania State Board of Nursing.

Required Coursework:

BIBL 100	Biblical Literature in Contemporary Context ...	3
NURS 250	Academic Nursing Essentials	3
NURS 310	Pathophysiology/Pharmacology	4
NURS 320	Introduction to Professional Holistic Nursing	4
NURS 340	Fundamentals of Nursing Practice	5
NURS 350	Health Promotion, Health Education, and Physical Assessments	5
NURS 360	Nursing Care of Adults I	4
NURS 370	Nursing Care of Adults II	4
NURS 380	Nursing Care in Mental Health and Illness	4
NURS 390	Maternal-Child Nursing Care	4
NURS 402	Leadership in Nursing Practice	3
NURS 403	Leadership In Nursing Practice	3
NURS 404	Nursing Research	3
NURS 480	Nursing Care of Adults III	4
NURS 450	Pediatrics Nursing Care	4
NURS 460	Nursing Care and Chronic Illness	4
NURS 480	Nursing Care of Adults III	4
NURS 485	Synthesis of Nursing Knowledge	4



BACHELOR OF SCIENCE IN NURSING (FOR REGISTERED NURSES)

The courses in this 42-credit major are offered in an accelerated online format. RNs strengthen leadership and interpersonal skills, as well as acquire computer literacy, ethical decision making, and communication skills. Clinical experience assignments are embedded in the program. This bachelor's degree combines transfer courses from the student's pre-licensure nursing program, liberal arts foundations and advanced nursing courses to meet the minimum of 121 semester credits. The program is accredited by the Commission on Collegiate Nursing Education.

Awarding of transfer credits for RN's Prelicensure Education-**maximum of 89 credits.**

Students graduating from an ACEN accredited nursing program with an associate degree or diploma and hold a valid unencumbered RN license to practice nursing are validated by submission of official transcripts. All transferable credits are accepted.

*Required Coursework (online): For students entering fall 2016 and forward***

BIBL 100	Biblical Literature in Contemporary Context.....3
INST 160	Western Civilization.....3
INST 271	Justice in Caring for Vulnerable Populations.....3
MATH 220	Statistics for the Social and Behavioral Sciences .....3
NURS 210	Health Care Ethics and Christian Nursing .....3
NURS 215	Scholarly Writing in Nursing.....3
NURS 301	Health Care Informatics.....3
NURS 305	Physical Assessment.....3
NURS 307	Holistic/integrative Nursing and Health Promotion.....3
NURS 401	Population Focused Nursing: A Global Approach.....3
NURS 402	Leadership in Nursing Practice.....3
NURS 404	Nursing Research.....3
NURS 405	Senior Seminar/Practicum .....3
NURS 480	Nursing Capstone: The Art of Nursing.....3

*** Students enrolled prior to Fall 2016 should refer to previous catalogs for required coursework.*

COURSE DESCRIPTIONS

NURS 210 Health Care Ethics and Christian Nursing3
In a world where legal, financial, scientific, religious, societal, and personal concerns converge when making health care decisions, nurses must be prepared to critically reflect, choose, and guide others in these directions.

Participation in this course will provide students the opportunity to explore the foundations of ethical reasoning as well as address how Christian faith molds nursing practice. The course will offer the student an opportunity to examine and evaluate the various factors and relationships that impact health care decisions.

NURS 215 Scholarly Writing in Nursing.....3
Scholarly writing in nursing communicates knowledge, expertise, and advances the profession. This course explores the process of scholarly writing and provides students the opportunity to develop their writing skills. Students will practice the craft of academic writing and become effective writers by the end of the course.

NURS 250 Academic Nursing Essentials.....3

This course introduces students to the language of nursing, critical thinking, and the essential academic skills necessary for success in nursing. Students will explore nursing history, evidence based practice, scholarly communication both oral and written, and the nursing process. Students will also examine the role of technology and its impact on nursing practice, privacy, confidentiality, and health care.

NURS 301 Health Care Informatics.....3

This course will examine technology and its impact upon nursing and the health care industry. The students will explore how computers are utilized in education, practice, administration, and research. Students will review software for its applicability in nursing and health care. Students will learn about word processing, electronic mail, computerized literature searches, Internet research, and electronic presentation software. (This course must be the first course taken in RN/BSN program)

NURS 305 Physical Assessment.....3

This course combines a holistic approach to nursing care of clients with the sciences of anatomy and physiology to obtain an accurate assessment of patient needs.

NURS 307 Theoretical and Practical Foundations of Holistic/Integrative Nursing and Health Promotion.....3

A theoretical and application oriented course that focuses on psycho-social-spiritual assessment of individuals across the life span at end of life. Evidence-informed, holistic/integrative strategies for promoting health, healing, and providing holistic nursing care are explored.

NURS 310 Pathophysiology/Pharmacology.....4

This course focuses on core concepts of alterations of human homeostatic processes and pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Causes of pathophysiology in select body systems are discussed along with corresponding physical effects and responses. Pharmacologic therapeutic agents are discussed in relation to their effects on body systems experiencing disease pathology throughout the lifespan. Nursing responsibilities regarding safe medication administration, client teaching, laboratory data analysis and current research trends in pharmacology for the treatment of human diseases are discussed. Ethical/legal and cultural considerations of medication administration are discussed. Prerequisites or corequisites: Minimum grade of C in NURS 250 and NURS 320.

NURS 320 Introduction to Professional Holistic Nursing .4

This course explores the historical and theoretical foundations of the profession of nursing from a Christian worldview. Special attention is given to the caring, scientific and artistic nature of the profession as well as the characteristics of its professional practitioners. Key roles of the nurse includes care provider, designer/manager/coordinator of care, and member of a profession are explored. Emphasis is placed on the synergy of the body, mind and spirit that is essential to consider when providing nursing care to individuals throughout the lifespan. By looking at the holistic nature of persons, nurses can develop comprehensive therapeutic strategies. By exploring diverse psychosocial, spiritual, sexual and cultural dimensions of persons, nurses can tailor their interventions to meet the needs of clients seeking mental and physical health.



NURS 340 Fundamentals of Nursing Practice..... 5

In this course, students learn to use knowledge from the liberal arts and sciences as a basis for the development of professional values for holistic nursing practice. The fundamentals of the nursing process and of basic clinical nursing skills are taught as caring behaviors within a Christian worldview. Course content areas include communication skills, legal and ethical considerations for holistic nursing care, assessment of basic health needs, and select psychomotor skills needed for beginning nursing practice. In addition, students learn information management skills of documentation, medical terminology and abbreviations. Students then practice and hone these skills in the clinical setting. Prerequisites: NURS 250, NURS 320, NURS 310 or corequisite NURS 310.

NURS 350 Health Promotion, Health Education and Physical Assessment..... 5

This course is focused upon the concepts of health promotion and the skills of physical assessment. Students learn the key elements of nursing assessment, which include performing a health history, physical assessment, and psychosocial-spiritual assessment throughout the lifespan. Emphasis is given to the role of the professional nurse in health promotion and the provision of health education. Students have the opportunity to discuss and apply teaching and learning theories through the identification of client education needs. Students also participate in health promotion projects. Prerequisites: NURS 250, NURS 320, NURS 310, or corequisite NURS 310.

NURS 360 Nursing Care of Adults I..... 4

In the classroom, emphasis is placed on the use of knowledge within a Christian worldview for health promotion and the prevention of illness involving selected body systems. Students utilize the nursing process by applying nursing assessment data for holistic identification and prioritizing client health problems, formulating client goals, development and use of nursing interventions, and evaluation of client goal achievement throughout the lifespan. This first clinical practicum will

give students the opportunity to demonstrate beginning competence in skills necessary for the professional nurse in outpatient, long term care, and/or (low acuity) acute care settings. Prerequisites: Minimum grade of C in NURS 310, NURS 340, and NURS 350.

NURS 370 Nursing Care of Adults II..... 4

This course emphasizes the application of nursing care to clients experiencing health problems that require increasingly intensive care. Students are introduced to hospitalized adults in various states of illness. Holistic nursing care concepts are emphasized through further development of communication skills, physical assessment skills, application of the nursing process, and critical thinking skills. The clinical practicum is designed to facilitate transition into the acute care setting. Students are given the opportunity to demonstrate competence as a provider/designer/coordinator/manager of care roles in acute care clinical settings for clients throughout the lifespan. Prerequisites: Minimum grade of C in NURS 360, NURS 380, NURS 390, and NURS 404.

NURS 380 Nursing Care in Mental Health and Illness..... 4

This course focuses on theory and practice of nursing in mental health and illness from a holistic, caring, relationship-centered perspective. The historical, theoretical, empirical, legal, and ethical foundations of nursing in mental health and illness are discussed. Emphasis is placed on neuroscience, theories of human behavior and nursing theories applied to situations involving mental health and illness. The epidemiology and clinical course of major mental disorders as experienced by the whole person are central to the course. Consideration is given to issues in care, interventions, and the mental health of special populations. Opportunities to demonstrate critical thinking and practice nursing skills involving mental health and illness in a variety of community and mental health care clinical practicum settings are provided. Prerequisites: Minimum grade of C in NURS 310, NURS 340, and NURS 350.

- NURS 390 Maternal-Child Nursing Care**4
This course provides the theoretical and clinical base for nursing care of the childbearing family throughout the childbearing year. Emphasis is placed on holistic care from a Christian worldview for the childbearing woman, her baby, and the family. Attention is given to the diverse needs of women and families with respect to differences in age, culture, and psychosocial attributes. Course content includes maternal and newborn care, selected women's health issues, contemporary issues and trends, global issues in the care of women and newborns, and the nurse's role in the care of childbearing families. Clinical experiences provide opportunities for the student to participate in the care of the woman and her baby during the antepartum, intrapartum, and postpartum periods. Prerequisites: Minimum grade of C in NURS 310, NURS 340, and NURS 350.
- NURS 401 Population Focused Nursing: A Global Approach**.....3
This course focuses on critical historical landmarks in public health nursing, essential existing nursing roles in population-focused care of individuals, families, and aggregates in a variety of local and global community settings. The course will engage students in the process of exploration vis-à-vis community assessment skills and epidemiological principles that guide public health policy, funding, and programming. National and international, public, private, and faith-based population-focused organizations will be examined, as well as national and international policies, goals, and efforts that address global health issues from both a holistic nursing practice perspective and a Christian world view.
- NURS 402 Leadership in Nursing Practice**.....3
Principles of leadership related to the organization and delivery of nursing care are studied within this course. Organizational management, power, decision-making, and change theories are examined in relationship to the independent role of the nurse. Prerequisites (for traditional BSN only): Minimum grade of C in NURS 360, NURS 380, NURS 390, and NURS 404.
- NURS 403 Holistic Family/Community Nursing Practice** ..4
This course focuses on healthcare needs of families and communities. Epidemiological principles are emphasized. Students identify need(s) for change and design nursing strategies to meet these needs. Students participate with other health care providers in delivering family/community health care and services as advocates for healthcare consumers. The clinical practicum will provide students with the opportunity to provide nursing care in community health settings. Prerequisites: Minimum grade of C in NURS 360, NURS 380, NURS 390, and NURS 404.
- NURS 404 Nursing Research**.....3
The research process is examined as systematic problem solving for the improvement of healthcare. Emphasis is placed on analysis and evaluation of research findings for application to nursing practice. Prerequisite for all students: MATH 220. Prerequisites (for traditional BSN only): Minimum grade of C in NURS 310, NURS 340, and NURS 350.
- NURS 405 Senior Seminar/Practicum**3
This course offers students an opportunity to focus on the theoretical and practical process of leadership, teaching/learning, research and writing. Students are encouraged to look at healthcare environments

and the healthcare "business" in general through new lenses, with an eye on transformation of these environments using evidence and holistic philosophy. Through discussion of readings and student-led seminars, a variety of topical areas of importance to the nursing profession will be evaluated. Seminar leadership and participation is based on a synthesis of knowledge derived from theory and research. The practicum component requires the student to collaborate with a faculty advisor and an agency resource person in the design and implementation of an individualized practicum. A holistic evidence based practice application project is required.

- NURS 440 Nursing Care of Adults III**4
This course focuses on caring for clients and families who are experiencing critical and complex health problems that may be life-threatening. Students use critical thinking skills in the planning and delivery of health care needs to acutely ill adults and their families. Students are given the opportunity to demonstrate competence as provider/designer/coordinator/manager of care roles in critical care settings. Prerequisites: Minimum grade of C in NURS 370, NURS 402, NURS 403, and NURS 450.
- NURS 450 Pediatric Nursing Care**4
This course focuses on the role of the nurse as the provider of care to the child and family. A developmental approach to the management of children from birth through adolescence is used. Course content incorporates a comprehensive view on normal growth and development throughout childhood, health promotion and maintenance, and the management of acute and chronic health issues. A holistic approach is utilized which encompasses appropriate methods of client/family teaching, anticipatory guidance, nursing support and guidance are taught as well as demonstrated by the student in the clinical practicum setting. Prerequisites: Minimum grade of C in NURS 360, NURS 380, NURS 390, and NURS 404.
- NURS 460 Nursing Care and Chronic Illness**4
This course focuses on holistic nursing practice in situations involving the chronically ill of all ages. In the classroom, emphasis is placed on health promotion, maintenance, and restoration for clients and families with chronic illnesses and disabilities. The clinical practicum will provide students with the opportunity to demonstrate advanced competence in skills necessary for the professional nurse in outpatient, long term care, and (low acuity) acute care settings. Prerequisites: Minimum grade of C in NURS 370, NURS 402, NURS 403, and NURS 450.
- NURS 480 Capstone: The Art of Nursing**.....3
Throughout this capstone course the larger questions related to the aesthetics of the discipline of nursing practice will be explored. Shared personal experiences of illness (phenomenological perspective) derived from the literature will act as case studies to illuminate responses to both illness and healthcare providers. The ways in which relationship and loving care bolster nurses' and clients' resiliency will be analyzed. These insights guide us toward self-healing and the facilitation of healing in others. In addition, creative and purposeful strategies for improving quality, safety, teamwork, leadership and outcomes evaluation that enhance nurses' ability to manifest healing environments will be examined. Prerequisites (for traditional BSN only): Minimum grade of C in NURS 370, NURS 402, NURS 403, and NURS 450. This course must be the last course taken in the RN/BSN program.

NURS 485 Synthesis of Nursing Knowledge.....4
This course provides the opportunity for synthesis of academic, evidence-based, and clinical nursing knowledge gained during the prerequisite nursing courses. Students will apply knowledge to clinical practice through the use of simulation and problem based learning. This course will assist students to prepare for successful completion of the NCLEX-RN® and achievement of licensure as a professional nurse. Prerequisites: Minimum grade of C in NURS 370, 402, 403, and 450.

PHILOSOPHY

THE MAJOR FOR THE B.A. IN PHILOSOPHY

<i>ONE of the following INTRODUCTORY courses:</i>	3
PHIL 100 Heritage of Inquiry: An Introduction to Philosophy	
PHIL 211 Faith and Philosophy	
<i>ONE of the following LOGIC courses:</i>	3
PHIL 220 Introduction to Logic	
PHIL 321 Symbolic Logic	
<i>Both of the following courses:</i>	6
PHIL 222W Art and Culture	
PHIL 303 Ancient Philosophy: Origins	
<i>THREE of the following courses:</i>	9
PHIL 304 Medieval Philosophy: The Christian Tradition	
PHIL 305 Modern Philosophy: The Quest for Foundations	
PHIL 306 Continental Philosophy: Existentialism and Postmodernism	
PHIL 350 Epistemology and Metaphysics	
<i>FOUR Philosophy electives</i>	12
<i>ONE of the following culminating senior experience courses: (offered alternating years, with the other course available as an elective)</i>	3
PHIL 440 Truth and Meaning: Hermeneutics	
PHIL 450 The Christian Mind	
<i>Total:</i>	36

THE MINOR IN PHILOSOPHY

PHIL 100 or 211; 303; one of 304, 305, 306, and 350; either 440 or 450; and six additional elective hours in Philosophy, for a total of 18 credits.

COURSE DESCRIPTIONS

PHIL 100 The Heritage of Inquiry: An Introduction to Philosophy.....3
An introduction to philosophical inquiry as it has been practiced since Socrates, with attention to classic problems of philosophy such as the meaning of goodness and virtue and the nature of knowledge, belief and truth.

PHIL 211 Faith and Philosophy.....3
A course on learning to reason about matters of faith. Topics include classic arguments for the existence and attributes of God, the rationality of faith, and the problem of evil.

PHIL 220 Introduction to Logic.....3
A course on the art of critical thinking and its application to arguments found in everyday life. Attention will be given to informal fallacies and to elementary formal logic (the sentential calculus).

PHIL 222W Art and Culture.....3
Christian reflection on selected topics and figures in aesthetics, the philosophy of beauty, and cultural analysis. This is a writing intensive course.

PHIL 225 Christian Sexual Ethics.....3
This introductory-level course is an effort to think together from a Christian perspective about issues such as the meaning of the body, the nature of marriage, and the virtue of chastity.

PHIL 303 Ancient Philosophy: Origins.....3
Readings from the ancient classical texts that originated the Western philosophical tradition, focusing especially on Plato and Aristotle and investigating both their usefulness and their provocativeness for Christian thought.

PHIL 304 Medieval Philosophy: The Christian Tradition .3
Readings from medieval philosophical texts in which Christians such as Augustine, Anselm and Aquinas use, criticize, and transform ancient philosophy for specifically Christian purposes.

PHIL 305 Modern Philosophy: The Quest for Foundations.....3
Readings from texts in the Western philosophical tradition from Descartes to Kant, with attention to how they have shaped modernity and its view of knowledge, morality, and human nature.

PHIL 306 Continental Philosophy: Existentialism and Postmodernism.....3
A survey of key thinkers in the realm of German and French philosophy from the 19th century through the present (e.g., Hegel, Kierkegaard, Nietzsche, Heidegger, Sartre, Derrida) with special attention to implications for Christian faith.

PHIL 311 Ethics and Justice.....3
An investigation of ethics in the Western tradition, moving historically from ancient concerns with the good life and its virtues, through Christian appropriations of ancient ethics, to the emergence of modern systems such as Kantianism and utilitarianism.

PHIL 321 Symbolic Logic.....3
An introduction to formal techniques for assessing the validity of arguments, including truth tables, the sentential calculus, and quantification.

PHIL 350 Epistemology and Metaphysics.....3
A survey of key thinkers and problems in recent Anglo-American philosophy (e.g., Russell, Ayer, Wittgenstein, Ryle, Kuhn, Quine, Davidson, Rorty, Plantinga) with special attention to implications for Christian faith.

PHIL 360 Philosophy and Literature.....3
Readings from literary texts (poems, plays or stories) that conduct philosophical inquiries in literary form, with attention to why the irreducible literary form, with its special challenges and pleasures, is inseparable from the pursuit of philosophy.



PHIL 440 Truth and Meaning: Hermeneutics3
 An advanced seminar course on selected topics in philosophical hermeneutics (e.g., the nature of understanding, tradition and rationality) with special focus on how this affects Christian thought. Prerequisite: One 300-level Philosophy course.

PHIL 450 The Christian Mind.....3
 An advanced seminar course on the task and promise of Christian philosophy. Attention is paid to both the theory and practice of the Christian intellectual life. Prerequisite: One 300-level Philosophy course.

PHYSICS

See *Astronomy and Physics*

POLITICAL SCIENCE

See *Social Transformation Programs*

PSYCHOLOGY

THE MAJOR FOR THE B.A. IN PSYCHOLOGY

Required courses:

PSYC 100	General Psychology	3
PSYC 205	Child Psychology <i>or</i>	
PSYC 207	Lifespan Psychology	3
PSYC 220	Statistics	3
PSYC 225	Biopsychology	3
PSYC 301	Psychopathology	3
PSYC 308	Psychology of Personality	3
PSYC 341	Research Methods I	3
PSYC 342W	Research Methods II	3
PSYC 415	History and Systems	3
PSYC 443	Senior Thesis <i>and/or</i>	
PSYC 495	Internship	3

Subtotal Credit Hours: 30

Elective courses (choose SIX):

PSYC 201	Industrial/Organizational Psychology	3
PSYC 206	Adolescent Psychology	3
PSYC 250	Psychopharmacology <i>or</i>	
THEO 321	Addiction and Grace	3
PSYC 299	Seminar by the Sea: Gender Studies in Psychology or Creative Writing	3
PSYC 300	Psychological Testing	3
PSYC 302	Experimental Psychology	4
PSYC 304	Social Psychology	3
PSYC 318	Cognitive Psychology	3
PSYC 319	Psychology of Family	3
PSYC 320	Techniques of Individual Counseling	3
PSYC 330B	Psychology of Religion	3
PSYC 330D	Applied Behavior Analysis	3
PSYC 330E	Psychology of Health and Illness	3
PSYC 395	Field Experience	3

Subtotal Credit Hours: 18-19

Total Credit Hours: 48-49

THE MINOR IN PSYCHOLOGY

Eighteen credits of Psychology electives including PSYC-395 (3 credits) or THEO-321, Addiction and Grace. PSYC-211, 240, 498, 499 are excluded. Students may not earn credit for both PSYC-205 and PSYC-207.

COURSE DESCRIPTIONS

PSYC 100 General Psychology.....3
 A summary and overview of the field of psychology as the scientific study of human behavior including research issues, theoretical approaches, and selected areas of study. Offered in fall and spring.

PSYC 201 Industrial and Organizational Psychology3
 An overview of the practical application of psychology to business, industry and organizations. Attention is given equally to two major areas: A. Individual Work Behavior (selection, placement, testing, training, job analysis) and B. Organizational Psychology (job satisfaction, supervision, productivity, motivation, communication). Prerequisite: Minimum grade of C in PSYC 100.

PSYC 205 Child Psychology.....3
 Study of individual development from the prenatal period through late childhood, including details of physical, cognitive and psychosocial development. Includes opportunity to observe and record child behavior. Students may not receive credit for this course if credit has been earned for a lifespan development course (e.g., PSYC 207). Prerequisite: Minimum grade of C in PSYC 100. Offered in fall.

PSYC 206 Adolescent Psychology.....3
 Human development from late childhood to the early twenties. Course covers the interrelatedness of the biological, intellectual, emotional, social and religious dimensions of development as well as major conflicts that adolescents encounter. Prerequisite: Minimum grade of C in PSYC 100. Offered in fall and spring.

PSYC 207 Lifespan Development.....3
 A survey of the theories, issues, and empirical data relevant to the process of human development from conception to death. Focus is on the physical, intellectual and psychosocial development of the individual person. Students may not receive credit for this course if credit has been earned for a child psychology course (e.g., PSYC 205). Prerequisite: Minimum grade of C in PSYC 100. Offered in Spring.

PSYC 220 Statistics for the Social and Behavioral Sciences.....3
 Course covers meaning, purposes and processes of statistical methods; selection of representative, parallel or equivalent groups; graphic representation; measures of central tendency and variability; normal distribution; probability; random sampling; confidence levels; inference; t-test; analysis of variance; chi square; correlation. Factors influencing statistical power (effect size, sample size, etc.) are emphasized for each procedure. This course stresses practical application of theory within the field of psychology. Prerequisite: Minimum grade of C in PSYC 100 or permission of instructor. Offered in the spring. Should be taken before the junior year.

- PSYC 225 Biopsychology**3
Biological Psychology is the study of behavior from evolutionary, genetic, and physiological perspectives. Specific topics include evolutionary and genetic approaches to the study of behavior; intra and interneuronal signaling, neuroanatomy, sensation and perception, motor systems, sleeping and dreaming, motivated behavior (eating, drinking, temperature regulation), reproductive behavior, and emotion. Offered in fall and spring.
- PSYC 240 Basic Counseling Skills**3
This course will introduce students to basic counseling skills for use in ministry, social work, and human relationships. Active listening, empathy, paraphrasing, clarification, and summarizing will be the focus of class discussion. Skill development will be enhanced through demonstrations and role-plays. Open to all students except Psychology majors. Offered in fall and spring.
- PSYC 250 Psychopharmacology**3
Psychopharmacology is the study of the effects of psychoactive drugs on behavior and experience, including the direct and indirect effects that motivate drug use. The course will include introductory surveys of 1) the history of drug use, drug classification schemes, and laws enacted to combat abuse; principles of pharmacology and psychopharmacology; 2) pharmacological and psychological factors that contribute to the use, abuse and dependence associated with major classes of psychoactive drugs; 3) treatments for substance abuse and dependence. Prerequisite: Minimum grade of C in PSYC 225.
- PSYC 299 Seminar by the Sea: Gender Studies**.....3
Eastern offers a unique 3-week faith-based course on gender studies. Drawing students from around the country, this gender studies course, focusing on psychology, allows students to live in community and explore what it means to live in a gendered society. Topics include women in politics, differing masculinities, women in the global community, gender in the church, constructions of gender and race, gender and violence. This course is offered bi-yearly during Summer I session in Oceanwood, Maine.
- PSYC 300 Psychological Testing**3
Study of basic criteria which an authentic psychological test should meet: standardization, validity, reliability. Course also includes overview of many prominently known tests of achievement, intelligence, aptitude, interests and personality. Students take several psychological tests and create a comprehensive assessment portfolio. Prerequisites: Minimum grades of C in PSYC 100, 301 and 308.
- PSYC 301 Psychopathology**3
Course covers etiology, symptoms, and treatment of the more common types of psychological disorders, both functional and organic. Concepts of mental health and faith as well as prevention are also considered. Prerequisites: Minimum grade of C in PSYC 100 and one of the following: PSYC 206, 206 or 207. Offered in fall and spring. Not recommended for first year students.
- PSYC 302 Experimental Psychology and Laboratory**.....4
An introductory course in behavioral research based on single-N, one-way, and factorial designs. An introduction to single-N designs emphasizes the procedures of classical and operant conditioning using virtual and live animals in individually scheduled laboratories that meet 2 hours each week. Research with human participants includes laboratory and field work. Lectures will address principles of classical and operant conditioning as well as topics in experimental design, including data analysis procedures in SPSS. Prerequisites: Minimum grades of C in PSYC 100 and PSYC 220.
- PSYC 304 Social Psychology**3
A general survey of social psychology with emphasis on current research findings. Topics include social influence, attitudes, interpersonal interactions and group behavior. Prerequisite: Minimum grade of C in PSYC 100. Offered in fall.
- PSYC 308 Psychology of Personality**3
A study of selected theories of personality development representing the major approaches to understanding personality and behavior in modern psychology. Prerequisite: Minimum grade of C in PSYC 100 and one course from PSYC 205, 206 or 207. Offered in fall and spring.
- PSYC 318 Cognitive Psychology**3
Survey and critical review of existing theories of learning and cognition to include the behaviorist perspective, an overview of cognitivism and how it evolved from behaviorism, and a study of perception and attention processes and their relationship to the memory system. In addition, social learning theory, theories of memory, and problem solving are reviewed. Prerequisite: Minimum grade of C in PSYC 100. Prerequisite or co-requisite: PSYC 341.
- PSYC 319 Psychology of Family**.....3
A study of selected theories and practical approaches to family therapies and resolving issues affecting family systems. Prerequisites: grade of "C" or higher in PSY 100, and PSY 205, 206, or 207.
- PSYC 320 Techniques of Individual Counseling**.....3
The course involves academic study of the counseling process and extensive practice of problem assessment and counseling skills. Focus is on counseling techniques, with less emphasis on theory. Prerequisites: Minimum grades of C in PSYC 100, 301 and 308. May not be taken if credit has been earned for PSYC 240. Offered in fall and spring.
- PSYC 330C Psychology of the Family**3
A study of selected theories, research, and applications to analyzing and resolving issues affecting family systems from a psychological perspective. Prerequisite: Minimum grade of C in PSYC 100 and PSYC 308. Offered in the spring.
- PSYC 324 Cross-Cultural Psychology**3
Explores how Western-based theories (in perception, cognition, developmental, social, and clinical psychology) are altered in, and affected by, cross-cultural settings and indigenous psychologies, and how the results can be critically understood and practically applied. Offered in spring.
- PSYC 341 Research Methods I**3
A course required of all psychology majors usually taken during their junior year. The course covers basic research design, both quasi-experimental and experimental. Topics include the case study, naturalistic observation, correlational studies, survey techniques, and controlled experiments in the field and in the laboratory. Prerequisites: Minimum grades of C in PSYC 100 and 220. Offered in fall and spring.



- PSYC 342W Research Methods II**.....3
Students are required to develop a prospectus which requires skilled research techniques such as the development of a hypothesis, a thorough review of relevant articles from professional journals, and creation of a research design including proposed method of data collection and appropriate statistical analysis of results. A thorough application of APA guidelines is emphasized. Open to Psychology majors in the junior year. Prerequisite: Minimum grade of C in PSYC 341. Offered in the Fall and Spring.
- PSYC 415 History and Systems of Psychology**.....3
This course presents an historical study of the development of psychology as a natural and social science, from the time of the Ancient Greeks to the present. Topics include the philosophical and natural science roots of psychology, the interrelated development of the various theories of psychology, and progress in the major areas of psychological research. (All students will take the major field test MFT.) Prerequisite: Senior status as a psychology major or permission of instructor. Offered in fall and spring.
- PSYC 443 Senior Thesis**.....3
Recommended for all psychology majors with an interest in pursuing graduate studies, the focus of this course is the empirical investigation of a research topic selected by the student and described in a manuscript prepared in the editorial style of the American Psychological Association. The manuscript includes (a) a brief review of the scholarly (i.e., peer-reviewed) literature addressing the selected topic; (b) the formulation of an original research hypothesis; (c) a description of the method of participant selection, instruments, research procedures, and data collection and analysis appropriate to the hypothesis; and (d) a discussion of the results of the investigation, with emphasis on theoretical as well as practical application. Students are encouraged to present their findings at a regional undergraduate research conference that meets each spring. Prerequisite: Minimum grade of C in PSYC 342W. Offered in spring.
- PSYC 495 Internship**.....2-12
An off-campus supervised work experience in psychological or related services offered at institutions providing treatment and rehabilitation for children, adolescents or adults. Specific placements depend on the needs of the institutions and the students' interests and experience. Each hour of academic credit requires 40 hours of work for the agency. Interns are evaluated by their clinical and faculty supervisors. Prerequisite: Senior status as a psychology major or permission of instructor. Internships may be arranged for fall or spring. Consult with instructor prior to registration.

SOCIAL WORK

MISSION, GOALS AND COMPETENCIES OF THE BACHELOR OF SOCIAL WORK (BSW) PROGRAM (SOCIAL WORK MAJOR)

The mission of the Social Work major is to educate students to be general social work practitioners who are knowledgeable, skilled and compassionate agents of God's mercy and justice in meeting common human needs, with particular attention to people who are vulnerable, oppressed, and living in poverty.

The goals of the BSW Program are:

1. To prepare students for beginning professional social work practice with diverse individuals, families, groups, organizations, and communities.
2. To educate students to use critical analysis and scientific inquiry to develop a social work knowledge base.
3. To educate students about the values and ethics of the profession and integrate a Christian perspective which embodies empathy, justice, and the dignity and worth of each person.
4. To prepare students to pursue lifelong learning and graduate education.

Graduates of the BSW Program (Social Work major) will have acquired the following core competencies:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.

ADMISSION

Admission to Eastern University does not guarantee admission to the Bachelor of Social Work (BSW) Program (Social Work major). Students considering the major should indicate their interest upon entering the University and seek the assistance of a social work faculty member in evaluating their vocational goals and in planning an academic program. They should declare the major as soon as possible. Application for admission to the Social Work major normally is made during the spring semester of the sophomore year but no later than the fall semester of the junior year. During the admission process, students evaluate themselves and are evaluated by the social work faculty. Students are encouraged to seek employment or volunteer experience in social

service agencies during their first and sophomore years in order to explore their interest in, and aptitude for, social work and to prepare for their field practicum.

FIELD PRACTICUM

Field experience, supervised by an experienced social worker, is a central feature of education for the profession of social work. Students enrolled in the BSW Program (Social Work major) gain practical experience by working in field agencies during the spring semester of their junior year and throughout both semesters of their senior year, while concurrently studying social work practice theory in the classroom.

ACCREDITATION

Eastern University has been accredited since 1974 (the earliest year in which accreditation was available) by the Council on Social Work Education (CSWE) for the baccalaureate Social Work major. The University is authorized by the Commonwealth of Pennsylvania to confer the Bachelor of Social Work (BSW) degree. Most accredited graduate schools of social work offer advanced standing of up to one year, in a normally two-year Master of Social Work (M.S.W.) degree program, to graduates of baccalaureate social work programs that are accredited by CSWE.

LOCATION

The BSW program is offered at two locations. A day program is available at the main campus of Eastern University in St. Davids, PA. An evening program that offers the last two years of the BSW is offered at the Esperanza College site in Philadelphia, PA. While courses are offered in the evening, students are expected to have at least five daytime hours available per week for three semesters in order to complete a field placement at a social service agency. All of the prerequisite courses for the BSW (Esperanza) are offered in the day or evening in the CHS AA program at Esperanza College.

THE MAJOR FOR THE BSW IN SOCIAL WORK

Professionally Related Requirements:

SOWK 105	Introduction to Social Work	3
SOWK 110	Human Diversity and Social Interaction	3
SOWK 205W	Human Need and Social Response	3
SOWK 340	The Social Work Agency	3
SOWK 360	Social Work Practice I	3
SOWK 370	Social Work Field Practicum I	4
SOWK 420	Individual Growth and Activity in Social Environment	3
SOWK 440	Social Welfare Policy Issues	3
SOWK 461–462	Social Work Practice II	3-3
SOWK 471–472	Social Work Field Practicum II	4-4
SOWK 481	Social Work Research	3
	<i>Subtotal Credit Hours:</i>	42

Professionally Related Requirements:

ANTH 101	Introduction to Cultural Anthropology	3
BIOL 104	Human Biology	4
ECON 205	Essentials of Economics or Faith and Economic Justice	3
ECON 220	Faith and Economic Justice	3
POLI 104	State and Local Government	3
PSYC 100	General Psychology	3
SOCI 100	Introduction to Sociology	3
	<i>Subtotal Credit Hours:</i>	19
	<i>Total Credit Hours:</i>	61

THE MINOR IN SOCIAL WELFARE

Students majoring in other disciplines who want to learn more about social welfare may declare the minor in Social Welfare. Although students participate in some of the same courses as those majoring in social work, the minor is not accredited by the Council on Social Work Education and does not prepare graduates for social work practice. Students wishing to qualify as social workers upon graduation should declare the Social Work major. The Social Welfare minor is not open to students majoring in Social Work.

SOWK 105	Introduction to Social Work	3
SOWK 110	Human Diversity and Social Interaction	3
SOWK 205	Human Need and Social Response	3
	<i>Electives (choose a minimum of THREE courses from the following):</i>	
SOWK 230	Special Topics	
SOWK 251	Child Welfare	
SOWK 253	Social Work with Families	
SOWK 254	Services to the Aging	
SOWK 258	Women's Issues and Services	
SOWK 261	International Social Work	
SOWK 262	Addictions and Social Welfare	
SOWK 263	Mental Health and Social Welfare	
SOWK 264	Grief, Loss and Social Welfare	
SOWK 265	Social Work with Groups	
	<i>Subtotal Credit Hours:</i>	9
	<i>Total Credit Hours:</i>	18

COURSE DESCRIPTIONS

SOWK 105	Introduction to Social Work	3
	An introduction to the knowledge, skills, and values of social work practice. Students will be assisted in understanding how social workers identify strengths and utilize a problem-solving process to address the needs of people in the context of their social environments. Particular attention will be given to students' self-awareness and faith as they prepare to establish professional helping relationships within the context of a social agency. Basic practice principles will be explored through the use of reading assignments, case studies, role plays, volunteer experiences in social agencies, and classroom lectures. Offered in the fall and spring semesters.	



SOWK 110 Human Diversity and Social Interaction.....3

A survey of the similarities and differences of human individuals and groups, and the effects of human diversity on social interaction, within the context of the social welfare institution and the social work profession. Particular attention will be given to differences based on age, class, color, ethnicity, family structure, gender, marital status, national origin, physical and mental ability, race, religion, sex, and sexual orientation. Students will be assisted in using knowledge to inform practice by developing skills and strategies based on client strength and empowerment. Particular attention will be given to values inherent within a Christian worldview. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field observation, and classroom lectures. Offered in the fall and spring semesters. Fulfills justice requirement of the Core Curriculum.

SOWK 205W Human Need and Social Response.....3

A survey of individual, family, and community needs, and the way American society organizes itself to meet them systematically through the social welfare institution, historically, and in contemporary society. Students will be assisted in understanding the social welfare institution as a manifestation of the interplay of values in a political context. Attention will be given to the contributions of the Christian church and other faith-based organizations, and the roles of social workers, in the social welfare institution. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field interviews, and classroom lectures. This is a writing-intensive course. Offered in the fall and spring semesters.

SOWK 251 Child Welfare3

A study of problems experienced by families and children and the services designed to meet them. Attention will be given to traditional services dealing with problems such as child abuse and marital conflict, as well as less traditional services dealing with problems such as adolescent flight, spouse abuse, and addictions.

SOWK 253 Social Work with Families3

A family systems approach will be used to explore the beliefs, rituals, roles, and structures that are a part of family life, and to understand the dynamics and developmental processes of families, their social context, and policy implications. Home-based and community-based social services that help families deal with a wide range of issues will be identified.

SOWK 254 Services to the Aging.....3

An exploration of the physical, social, emotional, and spiritual needs of the aging and the services available to meet them. Attention will be given to the role of the church in meeting the needs of the elderly.

SOWK 258 Women's Issues and Services.....3

An exploration of current issues facing women and social services that have developed in areas such as child welfare, mental health, and domestic violence. Consideration will be given to social, political and economic factors that influence the way in which issues emerge and services are developed. Contemporary and historical response of secular and Christian communities to women's issues will be examined. Particular attention will be given to ways in which social workers listen and respond to women's needs.

- SOWK 261 International Social Work** 3
This course is designed to provide an international cross cultural perspective and cultural immersion for students interested in learning about social welfare, social services, and social work opportunities outside of the United States, particularly in underdeveloped and developing countries. Through international travel, activities and engagement with individuals and communities in developing nations students will gain a global view of social welfare and the social work profession. Particular attention will be given to values inherent in a Christian worldview. International travel is required. Prerequisite: Permission from instructor.
- SOWK 262 Addictions and Social Welfare** 3
The purpose of this course is to provide students with an introductory knowledge of the biological, sociological, psychological, and spiritual complexities of addiction. Students enrolled in the class will gain knowledge and basic skills relevant to prevention, assessment, intervention, and treatment of addictions. The course will assist students in developing a multi-dimensional understanding of treatment needs of diverse populations and will explore the relationship between addiction, socioeconomic status, gender, age, ethnicity, sexual orientation, and culture. Although the primary focus of this course will be drug and alcohol addictions, the course will also examine other disorders including eating disorders and process addictions.
- SOWK 263 Mental Health and Social Welfare** 3
This course will provide students with information regarding mental health issues in American society. It will create a foundation for thinking about mental health issues. It will address various mental health services and programs for adults and the roles social workers perform in the promotion, prevention, treatment, and habilitation to various populations in need of mental health services. Historical perspectives, contemporary policies, social trends and ethical issues as well as the impact of race, ethnicity, gender, sexual orientation, and social class on mental health policies and services will be examined. The course will address issues related to the classification of mental health disorders and examine four primary diagnoses from a strength's perspective.
- SOWK 264 Grief, Loss and Social Welfare** 3
This course will cover loss throughout the life span and will include the impact of trauma, spirituality, human services, and development on the grieving process. Age appropriate interventions will be discussed. The course will include use of film clips, discussion, presentations and activities.
- SOWK 265 Social Work with Groups** 3
The purpose of this course is to introduce students to social group work theory and methods relevant for social work practice with groups (including families, communities and organizations). The historical roots of social group work are examined along with Christianity and diversity issues within group work. Students will become familiar with tasks related to group development, leadership, goals and norms, communication, roles, and outcome assessment. Particular attention will be given to task, treatment, educational, and self-help groups. The development of knowledge, skills and values regarding social group work is taught, in part, through the use of experiential group activities and exercises.
- SOWK 340 The Social Work Agency** 3
An exploration of the social work agency from the perspective of a direct service social work practitioner. Students will use materials contributed from their field practicum experiences as the basis for exploring the impact of the social work agency on its clients, the larger society, and the social worker. Offered in the spring semester only. Prerequisites: Admission to, and junior status in, the BSW Program (Social Work major), and a minimum grade of C in SOWK 205. Corequisite: SOWK 370.
- SOWK 360 Social Work Practice I** 3
An introduction to social work practice with individuals, families, groups, organizations and communities. Assigned readings and social work process records provided by the instructor or contributed from the students' own field practicum experiences will be used to begin to acquire knowledge and skills required by social work practitioners. Offered in the spring semester only. Prerequisites: Admission to, and junior status in, the BSW Program (Social Work major), and a minimum grades of C in SOWK 105, 110, 205, PSYC 100, and SOCI 100. Corequisite: SOWK 370.
- SOWK 370 Social Work Field Practicum I** 4
Supervised social work practice and observation in a social work agency or host setting, two days per week (normally Tuesday and Thursday). Students carry beginning, direct-service responsibilities. Agency placement is made the previous fall semester. Graded on P/F basis. Offered in the spring semester only. Prerequisites: Admission to, and junior status in, the BSW Program (Social Work major). Corequisites: SOWK 340, 360.
- SOWK 420 Individual Growth and Activity in Social Environment** 3
An exploration of the character and process of human growth and activity as a basis for understanding one's clients and one's self and the interaction between the two. The focus will be on the individuality and sociality of human beings and the tensions between these qualities. Attention will be given to the concepts of freedom, will, choice and responsibility as they mediate between theoretical frameworks which emphasize internal and external causal factors. Offered in the fall semester only. Prerequisites: Senior status in the BSW Program (Social Work major); and minimum grades of C in SOWK 110, ANTH 101, BIOL 104, PSYC 100, SOCI 100. Corequisite: SOWK 471.
- SOWK 440 Social Welfare Policy Issues** 3
An exploration of the ideological and philosophical issues underlying current social welfare policy in the United States. Students utilize analysis of major social welfare policy areas to inform their understanding of current issues, developing social forces, and macro-level social change activities. Offered in the spring semester only. Prerequisites: Senior status in the BSW Program (Social Work major) and minimum grades of C in SOWK 205 and 340, ECON 203, 205 or 220, and POLI 104. Corequisite: SOWK 472.
- SOWK 461–462 Social Work Practice II** 3–3
Emphasis is placed on deepening understanding of social work practice and beginning integration of knowledge and skill. Must be taken during one academic year. Prerequisites: Senior status in the BSW Program (Social Work major) and minimum grade of C in SOWK 360. Corequisites: SOWK 420, 471, 481. SOWK 462 Corequisites: SOWK 440, 472.

SOWK 471–472 Social Work Field Practicum II..... 4–4
 Supervised social work practice in a social work agency or host setting, two days per week. Students carry direct service responsibilities throughout the two semesters. Agency placement is made during the spring semester of the previous academic year. Graded on a P/F basis. Must be taken during one academic year. Prerequisites: Senior status in the BSW Program (Social Work major), and minimum grade of P in SOWK 370. Corequisites: SOWK 420, 461, 481, SOWK 472 Corequisite: SOWK 440.

SOWK 481 Social Work Research3
 An introduction to scientific methods of inquiry concerning the phenomena encountered by direct service social work practitioners. Particular attention is given to evaluation and interpretation of research findings, research design and implementation, basic statistical measures, evaluation of service delivery, evaluation of students’ own practice, the implications of human diversity for research design and interpretation, and the ethical context of the research process. Offered in the fall semester only. Prerequisite: Senior status in the BSW Program (Social Work major). Corequisite: SOWK 471.

SOCIOLOGY

See Social Transformation Programs

SOCIAL TRANSFORMATION

BACHELOR OF ARTS IN CRIMINAL JUSTICE

The Department of Social Transformation is comprised of Criminal Justice, Political Science, Sociology and Urban Studies. In keeping with Eastern University’s mission of faith, reason, and justice, the mission of the Criminal Justice program is to provide students with an education that is grounded in the liberal arts and prepares them for entry-level careers, career advancement, or graduate study. Anchored in the Christian worldview, this program is driven by a restorative justice perspective that emphasizes prevention and restoration, with a commitment to human redemption on the domestic and global levels.

General Education is integrated into the Criminal Justice Major. In addition, students must complete some GE courses outside the major.

Required Courses:

- CRMJ 105 **Introduction To Criminal Justice**
- CRMJ 205 **Introduction to Policing**
- CRMJ 210 **Prosecution and the Courts**
- CRMJ 215 **Victimology**
- CRMJ 220 **Restorative Justice**
- CRMJ 305 **Comparative Criminal Justice Systems**
- CRMJ 310 **Correctional Systems**
- CRMJ 315 **Criminology**
- SOCI 105 **Contemporary Social Problems**
- SOCI 220/CRMJ 200 **Social Statistics**
- SOCI 318W/CRMJ 318W **Research Methodology**
- CRMJ 418 **Senior Seminar**

Choose 3 Elective Courses From:

- SOCI 245 **Socialization and Group Relations**
- CRMJ 225 **Juvenile Justice**
- CRMJ 255 **Drugs and Society**
- CRMJ 345 **Domestic Violence**
- CRMJ 330 **Special Topics**
- CRMJ 416 **Research and Data Analysis**
- CRMJ 417 **Senior Thesis**
- CRMJ 495 **Criminal Justice Internship**
- SOCI 402 **Classical Sociological Theory**

CRIMINAL JUSTICE COURSE DESCRIPTIONS

CRMJ 105 Introduction to Criminal Justice.....3
 Examines how the criminal justice system operates. Focuses on the concept of punishment, the role of the police and the attorney, bail, trials, pleas, sentencing, and corrections. Critiques the system from a “value-committed” justice perspective. May count as a political science course.

CRMJ 205 Introduction to Policing.....3
 This course provides a comprehensive view into the foundations of policing in the United States today. The course is designed to offer students a balanced and up-to-date overview of who the police are and what they do, the problems they face, and the many reforms and innovations that have taken place in policing. It will cover the critical role of the beat cop, the fundamental problems in policing, the career path of police officers, and a level-by-level overview of police organizations. An additional goal is to present a comprehensive and contemporary overview of what it means to be a police officer. Prerequisite: SOCI 100 or CRMJ 105 or permission of the instructor.

CRMJ 215 Victimology.....3
 This course is designed to aid in investigating the relationship between crime and its impact on victims’ lives. This course will facilitate victimization study, including the relationship between victims and offenders, the interactions between victims and the criminal justice system, and the connections between victims and other societal groups and institutions. Finally, this course investigates the ways in which each of us, as citizens in a global community, can aid in the healing and restoration of those whose lives have been shattered by crime. Emerging issues such as victim impact statements, victim assistance programs, victim directed sentencing and victim offender reconciliation will be addressed. Prerequisite: CRMJ 105 or permission of the instructor.

CRMJ 220 Restorative Justice.....3
 Restorative Justice is an approach within criminal justice that examines the dynamics, philosophy, and historical evolution of a biblical model of justice and how it can be applied to the current criminal justice system, restoring victims, communities, and offenders from harms caused by crime. This introductory course examines the responsibilities of each of the principals in the restorative process and includes a biblical perspective. The role of the Christian community in implementing and monitoring changes is explored. Prerequisite: CRMJ 105 or permission of the instructor.

CRMJ 225	Juvenile Justice.....3
	This course provides an overview of the phenomenon of juvenile justice and the system designed to handle this form of social deviance. Topics that will be covered include discussions of theoretical explanations of delinquency, the evolution of the concept of juvenile justice, and the system's response to the problems of child abuse, status offenders, delinquent youth gangs, and trends in juvenile crime. Students will learn about relevant court cases, understand their application, and be asked to examine their significance through a Christian worldview.
CRMJ 255	Drugs and Society .....3
	This course will address the different explanations of drug use and abuse and the impact of drugs on the body and on brain functioning. It will examine the connections between drugs and crime, cover drug-related policies and the war on drugs. We will examine alternative drug policies, including international drug policies and programs. Students will be asked to critically examine drug policies and programs, especially those within the United States within a faith perspective.
CRMJ 305	Comparative Criminal Justice Systems.....3
	This course concentrates on crime and criminal justice systems around the world. These systems will be compared and contrasted with the criminal justice system in the United States. Students will develop an appreciation for the diversity in cultures, religions, politics, and other external forces that affect the various criminal justice systems. Prerequisite: CRMJ 105 or permission of the instructor.
CRMJ 310	Correctional Systems .....3
	Correctional Systems examines the evolution of and debates concerning community and non-community based correctional programs; relationships between correcting, reforming, rehabilitating, and punishing; tensions between protection of public safety and rights of the accused; evaluation of incarceration, probation, parole, diversion, alternate, and restorative justice programs; issues in "proactive" and "reactive" debate. Prerequisite: CRMJ 105 or permission of the instructor.
CRMJ 315	Criminology.....3
	Criminology is a theory course designed to review and analyze the major criminological theories. Students will analyze causes of criminal behavior, recommend treatment of offenders, and contemplate the integration of causation and treatment with the Christian worldview. Prerequisite: CRMJ 105 or permission of the instructor.
CRMJ 321	Crime and Delinquency .....3
	A critical analysis of trends, patterns, and explanations of crime and delinquency. Special attention is given to understanding the connections between social, economic, cultural, and political factors on the one hand and criminal and delinquent behavior on the other. Prerequisite: CRMJ 105 or permission of the instructor.
CRMJ 345	Domestic Violence.....3
	This course will focus on the causes and impact of domestic violence, as well as strategies for its prevention, for treatment for those who have been abused, and for intervention strategies for abusers. Each week students will focus on a different aspect of family violence including partner abuse, child abuse, sibling violence, and elder abuse, examining

them through the Christian world view. This course will examine how the criminal justice system responds to domestic violence as well, and how that response has changed over time.

POLITICAL SCIENCE

THE MAJOR FOR THE B.A. IN POLITICAL SCIENCE

Required courses for the Political Science major:

POLI 103	American Government.....3
POLI 200	Comparative Government.....3
POLI 212	International Relations.....3
POLI 214W	Political Theory.....3
POLI 318	Research in Political Science.....3
POLI 415	Faith and Politics.....3
	<i>Subtotal Credit Hours:</i> 18
POLI	Electives at any level.....9
POLI	Electives at the 300-level or above (not including internship credits).....12
	<i>Subtotal Credit Hours:</i> 21
	<i>Total Credit Hours:</i> 39

THE MINOR IN POLITICAL SCIENCE

POLI 103; choose one of the following: POLI 200, 212, or 214; and twelve hours of Political Science electives (may include BIOL 420).

THE MINOR IN PRE-LAW

Eighteen hours, including PHIL 220 and POLI 214, 319, 342; One of COMM 222, PHIL 311 or POLI 380; One of MATH 220, POLI 318 or POLI 331.

THE MINOR IN PUBLIC POLICY

Eighteen hours, including POLI 240, 250 and 315; Three courses from: BIOL 420, ECON 305W, ECON 315W, POLI 104, POLI 275, POLI 317, POLI 350, or SOWK 205W

COURSE DESCRIPTIONS

POLI 103	American Government.....3
	Surveys the founding principles of the American political system, the American political culture, and the decision-making processes and institutions of American government. Examines contending theories of American democracy. Course fees apply.
POLI 104	State and Local Government.....3
	American state and local government in a federal system of government. Structure, function, problems and federal-state relations are considered. Offered every spring. Course fees apply.
POLI 200	Comparative Government.....3
	Comparative analysis of leading governments of other nations contrasted with each other and the government of the United States. Political institutions, political parties, and electoral processes will be examined.



- POLI 205 Model United Nations**.....1-6
This course provides a hands-on introduction to the structure and function of the United Nations. The focus of the course is preparation and participation as a delegate for an assigned country in the Model United Nations. The course is offered each spring and may be repeated for up to six credits (applied to the political science major). This course is for students intending to participate in the Model United Nations.
- POLI 212 International Relations**3
Course covers geographic, economic, demographic, strategic and ideological factors of world politics. Also considers problems attending the development of a new international political system.
- POLI 214W Political Theory**3
Introduction to important themes and ideas in the history of Western political thought through an examination of key texts in that tradition. Authors selected from a list that includes: Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Kant, Mill, and Marx. Writing-intensive course.
- POLI 240 Public Policy**3
This course provides students with a basic understanding of the public policy process. Models of policy agenda settings, adoption, evaluation, and implementation are considered with reference to substantive policy areas such as economic, environmental, social welfare, health, and civil rights. Students will also examine public policy from the Christian perspective with an emphasis on social and restorative justice.
- POLI 250 Ethics and Public Policy**3
This course explores the intersections between ethics and the activity of public policy making, examining the morality of both the processes and the outcomes of political decisions.
- POLI 315 Public Administration**3
This course is an introduction to the role of administration and bureaucracy in the government process, considering principles of administrative organization, methods of administrative control, personnel and fiscal management as it relates to making and executing public policy.
- POLI 316 Women and Politics**3
Explores the history of the suffrage movement. Examines how feminism has affected women's entry into politics and how women have participated in legislative, executive and judicial branches. Topics in public policy issues related to women also included.
- POLI 317 Urban Politics**3
This course includes an analysis of contemporary life and politics in cities. Studies of development, theories, and problems of urban life are addressed as they relate to the political process and public policy.
- POLI 318 Research in Political Science**.....3
The purpose of this course is to provide students with a foundation in the research methodology of modern political science. This course explores the philosophy and theory behind qualitative research methodology and quantitative research in the fields of Political Theory, Comparative Politics, International Affairs, and American Politics. The course also explores the inclusion of themes of faith and justice in social science research.

- POLI 319 Constitutional Law I**.....3
Introduction to the role of law in our society. This course examines our judicial process, Civil Rights, the 14th Amendment, and the development of constitutional rights and liberties. Specific cases focus on abortion, assisted suicide, segregation and desegregation, affirmative action, and other contemporary constitutional issues.
- POLI 321 War and Terrorism**.....3
Political violence is intensely dramatic, poignantly tragic, and quite complex, a phenomenon that has prompted soldiers, poets, historians, strategists, theorists, theologians and ethicists to spill much ink for millennia. In this course, we will explore the experience, meaning, causes, and morality of war with an eye toward how Christians might properly respond to it.
- POLI 324 Politics of the Middle East**.....3
This course is designed to help deepen and broaden students' knowledge and understanding of the politics of the contemporary Middle East. Topics include the legacy of colonialism, varieties of Islamic politics, the politics of nationalism and state building, the political effects of oil wealth, and the prospects for civil society and democracy in the region. We will also survey the Israeli/Palestinian conflict and U.S. foreign policy toward the Middle East, assessing Christian perspectives on these critical issues.
- POLI 325 Politics of Africa**.....3
This course explores the political history, institutions, processes, behaviors and challenges characteristic of Africa. It begins with a brief introduction to the continent, covering its geography, demographics and an overview of African culture. Most of the course, however, will focus on the political structures and processes, the political economy, international relations, and future political challenges for Africa. The course considers Africa as a whole and from the perspective of five regions: North, West, East, Central and Southern.
- POLI 326 Politics of Latin America**3
This course is designed to help deepen and broaden students knowledge and understanding of contemporary Latin America. Topics include the legacy of colonialism, Latin American politics, Rights of the Indigenous, Societal Conciliation, Catholicism and Democracy, the Rights of Women, and various others. We will also survey the changing socio-political landscape of Latin America and US Foreign Policy towards the region.
- POLI 331 Political Behavior**3
A survey in the many areas of individual and group political behavior. Topics include political development and socialization, political psychology, political parties, religion in politics, mass media, and social movements.
- POLI 332 The American Presidency**.....3
Examines historical ideas of the office, its historical development, and its present setting in American politics. Topics include the presidency and the Constitution, the President and Congress, the President as chief executive, and campaigning for the modern presidency.

POLI 333 Campaigns and Elections 3
 This course explores the fundamental factors that influence voting behavior and campaigns in the United States. While we will primarily focus on general elections for the presidency, we will also consider primaries and caucuses as well as Congressional elections. The course will place an emphasis on the role of elections in a democracy, voting from a Christian perspective, and greater questions of democratic and representative theory.

POLI 334 Congress and the Legislative Process 3
 This course explores the history and development of the United States Congress and examines the fundamentals of the legislative process. Special attention is paid to Congress in the Constitutional system, Legislative leadership, and Legislative decision-making.

POLI 342 Constitutional Law II..... 3
 A study of the U.S. Supreme Court and its special role in American government and society. This course examines First Amendment rights, Bill of Rights protections, and the separation of powers. Specific areas focus on separation of church and state, free speech and censorship, freedom of association, and the relationship between the states and the national government.

POLI 350 American Foreign Policy 3
 This course will examine the process of foreign policy making in the United States. Such an examination will include analysis of the roles of major institutions such as the President, the Congress, the National Security Council, State and Defense Departments, the intelligence community, the media, interest groups, and the public. The course also examines the substance of American foreign policy since World War II, looking in particular at the Vietnam and Iraq wars.

POLI 355 Human Rights and International Law..... 3
 This course is designed to explore the issue of human rights in the context of international relations and law. We will examine the origins of the idea of human rights, their legal conception, related mechanisms of accountability, and the political, legal and moral challenges of protecting them. We will read human rights theory, law, and practice using a real case study. Christian perspectives and human rights-related emphases will also be considered.

POLI 380 American Political Thought..... 3
 Explores historical and contemporary perspectives on such key American ideas and ideals as constitutionalism, equality, freedom, individualism, relationship between state and economy, and relationship between state and religion.

POLI 382 Modern Political Thought 3
 In-depth study of selected texts from the history of modern political thought in the Western tradition. Themes include: attempts to reconcile individual liberty and political authority, the conflict between aristocracy and democracy, the relationship between self-interest and the common good, the rise of instrumental rationality, the role of Christianity in modernity, and others. Authors from a list that includes Machiavelli, Hobbes, Locke, Hume, Smith, Rousseau, Kant, Hegel, Marx, Kierkegaard, and Nietzsche.

POLI 402 Political Ideologies..... 3
 Examines major ideologies that shape debates about politics, such as liberalism, conservatism, socialism, anarchism, and feminism.

POLI 415 Faith and Politics 3
 This course will focus on how thinkers in the Roman Catholic and various Protestant traditions think about politics, as well as economic and cultural life. It will explore theological perspectives on public life and examine how theology shapes the way thinkers in each tradition view specific foreign and domestic policy issues, such as the Israeli-Palestinian conflict, education policy, abortion, homosexuality, capital punishment, public policies of redistribution.

POLI 495 Internship..... 2-6
 A supervised field experience in an organization, association, corporation or office that relates to the student's career objective and is relevant to the field of political science. Supervised readings may be required, and 40 hours work per semester is required in the field for each hour's credit. The student is responsible for travel; the instructor for supervision and evaluation. Maximum of six credits may be used in the major.

**SOCIOLOGY
 THE MAJOR FOR THE B.A. IN SOCIOLOGY**

Core Courses

SOCI 100 Introduction to Sociology 3
SOCI 105 Contemporary Social Problems 3
SOCI 220 Social Statistics..... 3
SOCI 245 Socialization and Group Relations..... 3
SOCI 315 Social Stratification 3
SOCI 318W Research Methodology 3
SOCI 402 Classical Sociological Theory..... 3
SOCI 404 Contemporary Sociological Theory..... 3
SOCI 418 Senior Seminar..... 3

Subtotal Credit Hours: 27

Content Courses
 Choose **FOUR** courses from:

SOCI 205 Introduction to the City
SOCI 273 Social Institutions and Justice
SOCI 305 Collective Behaviors and Social Activism
SOCI 310 The Family
SOCI 312 Majority-Minority Relations
SOCI 330 Special Topics
SOCI 340 Urban Sociology
SOCI 350 Poverty, Oppression and Development in Africa
SOCI 370 Immigration and Transnationalism
SOCI 374 Sociology of Religion
SOCI 375 Social Change and Globalization
SOCI 409 Community Development in Developing Nations
SOCI 416 Research and Data Analysis
SOCI 417 Senior Thesis
SOCI 495 Sociology Internship

Subtotal Credit Hours: 12
Total Credit Hours: 39



THE MINOR IN SOCIOLOGY

Eighteen hours, including SOCI 100, 105, 245 and any three additional courses in SOCI.

MINOR IN URBAN STUDIES

The Minor in Urban Studies would consist of six three-credit courses (eighteen credit hours) selected from the current catalog and distributed as follows:

A. Four Required Courses

SOCI 105	Contemporary Social Problems
SOCI 205	Introduction to the City
SOCI 340	Urban Sociology
SOCI 495	Internship

B. Two Elective Courses chosen from the following menu:

SOCI 305	Collective Behaviors and Social Activism
SOCI 312	Majority Minority Relations or
SOWK 110	Human Diversity and Social Interaction
SOCI 370	Immigration and Transnationalism
EDUC 235	Urban Education
POLI 317	Urban Politics
YMIN 303	Youth Ministry in the Urban Setting
YMIN 304	Issues in Urban Ministry
URBN 501	Urban Issues in a Global Context*
URBN 510	Christ and the City*

**By permission of the advisor/instructor*

None of the courses listed above have prerequisites. The two URBN courses do require permission of the advisor/instructor, and such permission can be considered on a case by case basis.

SOCIOLOGY COURSE DESCRIPTIONS

SOCI 100	Introduction to Sociology.....3	An introduction to the sociological study of society. Focus is on basic sociological concepts, methods, and perspectives in understanding social processes, social structure, social institutions, and social change.
SOCI 105	Contemporary Social Problems.....3	Examines major social problems such as poverty, inequality, drug abuse, and crime in contemporary society. Sociological perspectives and Christian insights are brought to bear in the analysis of the problems and how to address them.
SOCI 205	Introduction to the City.....3	Introduces students to city life through a variety of lectures and readings along with field trips and personal assignments pertaining to the urban context, with special attention to the City of Philadelphia. Additional lab fee is required.
SOCI 220	Social Statistics.....3	An introduction to descriptive and inferential statistics employed in the social sciences. This course emphasizes the organizing, calculating, and interpreting of data. Counts as a math option in the general core. Credit earned only once for BUSA 221, MATH 220, PSYC 220 or SOCI 220.

SOCI 245	Socialization and Group Relations3	Explores how people socially construct their reality, values, and worldviews through socialization. It also examines group processes to understand how socialization influences people's roles in these processes. Prerequisite: Minimum grade of C in SOCI 100.
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SOCI 273	Social Institutions and Justice3	Draws upon theories of social justice and Christian thought to explore social justice shortfalls and opportunities in social institutions such as religion, economy, politics, education, and family. Of particular interest is how social justice has been compromised and how it could be upheld in these institutions. This course fulfills the justice requirement of the core curriculum.
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SOCI 305	Collective Behaviors and Social Activism3	Examines the rise, impact, and fate of collective behaviors. Included are collective behaviors such as protest demonstrations, riots, panics, and mass suicides, as well as social movements such as civil rights, welfare rights, liberation, and workers movements.
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SOCI 310	The Family3	Covers historical background and cultural comparisons of families, premarital and marital behavior, and family disorganization and reorganization.
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SOCI 312	Majority-Minority Relations3	Addresses the nature of relationships between the privileged and underprivileged in American society. A variety of groups—such as racial/ethnic, cultural, religious, gender, and age groups—are examined in terms of their socio-political heritage, lifestyles, social identities, and social circumstances.
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SOCI 315	Social Stratification3	Examines the unequal and stratified distribution of wealth, income, social power and life chances in society, focusing on how class, race/ethnicity, and gender frame these uniquely and in interlocking ways. Prerequisite: Minimum grade of C in SOCI 100.
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SOCI 318W	Research Methodology3	A survey of research methods employed in the social sciences. Emphases include theory construction, measurement and data gathering techniques, sampling, data analysis, and research ethics. Prerequisite: Six credit hours in sociology with minimum grades of C.
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SOCI 340	Urban Sociology3	Addresses some of the basic concepts and questions of urban sociology. Major topics include the origins and growth patterns of cities; the social composition of the city; urban community and neighborhood; comparative analysis of cities; kinship, friendship, and acquaintance networks; and urban issues/problems. Special emphasis on the cities of Philadelphia, New York, and Boston.
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SOCI 350	Poverty, Oppression and Development in Africa3	Explores why Africa is mired in poverty, oppression, and underdevelopment, then examines alternative development approaches and strategies Africa could follow. Recommended for sophomores, juniors, and seniors.
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- SOCI 370 Immigration and Transnationalism** 3
A critical examination of immigration as a social phenomenon. Analyzes causes, contours and repercussions of migration flows worldwide, while focusing more specifically on contemporary immigration in the United States. Modes of incorporation, patterns of assimilation and mobility, second generation trends, and transnational processes are some of the issues addressed. Recommended for juniors and seniors, or by permission of the instructor.
- SOCI 374 Sociology of Religion**..... 3
A survey of major sociological trends, developments, and theories of religion. Topics include religious organization and leadership; conversion and disaffiliation; secularization; religious growth; and new religious movements. Also emphasized is the intersection of religion and social processes/institutions such as politics, gender, social conflict, and social change. Open to juniors and seniors or by permission of the instructor.
- SOCI 375 Social Change and Globalization** 3
Explores major transformations and processes that shape human experience at the local, national and global levels, and examines some of the essential dimensions of these changes. Included are changes related to the economy, population growth, colonialism and post-colonialism, environment, development and underdevelopment, globalization, and technology.
- SOCI 402 Classical Sociological Theory**..... 3
An introduction to sociological theory with an emphasis on its early major figures. While a number of classical thinkers are considered, major attention is given to Marx, Durkheim, and Weber. One important aim of this course is to expose students to the original writings of these thinkers. Emphasis is given to the relevance of theory in the organization and understanding of social life and the pursuit of social change. Prerequisite: Minimum grade of C in SOCI 100 and junior standing.
- SOCI 404 Contemporary Sociological Theory**..... 3
Examines contemporary sociological theories while linking them to classical sociological thinking emphasizing the major questions the theories address. As the second course in the theory sequence, this course can only be taken after completion of classical theory. Prerequisite: Minimum grade of C in SOCI 402.
- SOCI 409 Community Development in Developing Countries** 3
Defines community development and explains how it should be practiced. A major proposition in this course is that just and lasting change in communities demands engaging community members in dialogic critical pedagogy and praxis. Recommended for juniors and seniors.
- SOCI 416 Research and Data Analysis**..... 3
An introduction to how data is analyzed in the social sciences with the computer. The student will learn how to enter, analyze, and interpret data. Several data analyses (from univariate to multivariate) are explored with the computer package of SPSS. Prerequisite: Minimum grade of C in SOCI 220 Social Statistics or an equivalent statistics course in psychology, business, or math.
- SOCI 417 Senior Thesis** 3
The development of an empirical research project under the guidance of the instructor. Completed projects will be presented and critiqued by other students and the instructor. Prerequisite: Minimum grade of C in SOCI 318.
- SOCI 418 Senior Seminar**..... 3
This culminating senior experience is a topical seminar that assesses students' overall understanding of sociology and challenges them to integrate their sociological knowledge and Christian faith when thinking about contemporary social issues. Prerequisite: Minimum grade of C in SOCI 402 or by permission of the instructor.

SOCI 495 Sociology Internship 3
 Internship provides a supervised work experience in a related field of sociology for those students desiring an opportunity for “hands-on” experience in an area of their choice. Prerequisite: Minimum grade of C in SOCI 100 and must be at least a junior. Three credits may apply to the major or minor.

URBAN STUDIES
THE POST-SECONDARY CERTIFICATE OR MINOR IN JUVENILE JUSTICE MINISTRY

The Juvenile Justice Ministry Certificate prepares people to minister holistically to youth offenders (up to age 24) and their families. Students will develop a comprehensive approach to life-changing Christian ministry that includes trauma-informed intervention, advocacy, and personal nurture with youth offenders, returning citizens, and their families. Hands-on experience is included in the curriculum. The courses may be taken as a 12-credit stand-alone certificate program, and traditional undergraduate students may take the courses as a minor.

THE POST-SECONDARY CERTIFICATE IN JUVENILE JUSTICE MINISTRY

Twelve hours to include JUVJ 192, JUVJ 196, UBN 235, JUVJ 197, JUVJ 198, JUVJ 202, JUVJ 204, and JUVJ 295.

THE MINOR IN JUVENILE JUSTICE MINISTRY

Twelve hours to include JUVJ 192, JUVJ 196, UBN 235, JUVJ 197, JUVJ 198, JUVJ 202, JUVJ 204, and JUVJ 295.

JUVJ 192 Engaging High Risk Youth 1
 This professional seminar course lays a theological, theoretical and philosophical methodology for working with juvenile offenders in ways that offer the opportunity to transform character. The content is grounded in Scripture, research evidence on resilience, and positive youth development. It translates the latest research into practical methods for creating transformational environments and interactions that are proven effective for even the most challenging youth.

JUVJ 196 Role of the Youth Worker 1
 This seminar course focuses on the youth worker. One cannot lead beyond the place one is. Pain-based behavior displayed by high-risk youth taps into the unresolved pain issues in adults. As Rev Richard Rohr has said, “Your pain will either transform you, or you will transmit it.” Particular attention is given to understanding one’s own issues of pain, anger, unmet needs, and prejudice, through the use of video, experiential exercises, discussion groups, and journaling.

JUVJ 197 Healing Communities..... 3
 This course reclaims the historic role of faith and faith-based institutions in engaging youth, adults, and their families around issues of restorative justice and productive citizenship. (Juvenile justice ministry actually prefigures government attempts and systems in dealing with the challenges of adolescent behavior and the law.) Using the framework of Healing Communities USA, we present a model for training congregations to become Stations of Hope – congregations which

minister to individuals and families affected by crime and mass incarceration. Using the principle of proximity, the Healing Communities model works to shape congregational culture in a manner that welcomes persons returning from incarceration, ministers to inmates and their families, and provides support for persons who have been victimized by crime, beginning with those families and individuals already members of or connected to the congregation.

JUVJ 198 Institutional Ministry Models..... 1
 This professional seminar course lays a foundation for ministry to youth in conditions of confinement. It will present an extensive overview for those working with young offenders in institutions as well as helpful skills to train volunteers who desire to minister there. Students will be exposed to various models for serving incarcerated youth. To be effective in juvenile ministry, it is imperative that chaplains and ministers fully understand the environment in which they labor. Juvenile facilities are a cross-cultural environment with multi-complex and competing interests. Incarcerated youth represent a sub-population with the needs and problems of typical teenagers, only hyper-accelerated. Some of this stress comes internally, and some is caused by the environment to which they are confined.

JUVJ 202 Contributing Factors to Delinquency 1
 This seminar course addresses some of the complex internal and external risk factors that contribute toward delinquency, including the impact of dysfunctional family systems, over-stressed communities, learning and mental health issues, trauma, racial tension and disproportional minority confinement, gangs, criminal thinking patterns, institutionalization, and poverty. Attention will be given to healthy adolescent development and the impact of both internal and external risk factors upon natural human development.

JUVJ 204 Reentry and Aftercare Models..... 3
 This course focuses on the essential and very challenging component of aftercare and reentry. Students will be exposed to the challenges of reentry, and best practice models of mentoring, job training, educational services, court and family advocacy, models of residential aftercare, youth aftercare churches, community service, and community collaboration.

JUVJ 295 Ministry Practicum..... 1
 After completing at least 6 hours of study, students will spend at least 40 hours involved in service at an organization meeting the needs of adjudicated youth. It is expected that the student’s experience will include direct contact with young people and/or their families. Each student will serve under the direction of an approved supervisor.

URBN 535 Programming for Youth Development..... 1
 This course will utilize the youth development model (theory and approach) for working with youth to examine the role of youth programs in promoting adolescent development. Features of positive developmental settings, the dynamics of developing quality out-of-school time programs, and funding and other resources will be explored. The state of young people in other countries and the impact of global and international perspectives, policies, programs and services to promote youth development will be explored and compared to those in the U.S.

THEATRE

THE MINOR IN THEATRE

Core courses required:

THEA 100	Actor Lab	1 cr or 0 cr
THEA 135	Acting 1	3
THEA 150	Performance Production 1	1
THEA 151	Basic Stage Craft and Design	3
THEA 202	The Active Voice	3
THEA 204	Introduction to Theatre	3
THEA 250	Performance Production 2	2
<i>Choose two of the following electives:</i>		
THEA 260	Acting Through Song	3
THEA 300	Acting on Camera	3
THEA 308	Directing 1	3
THEA 318	Advanced Acting/Directing	3
THEA 335	Acting 2	3
THEA 351	Advanced Stage Craft and Design	3
THEA 395	Field Experience	3
<i>Total Credit Hours:</i>		21

THEATRE COURSE DESCRIPTIONS

THEA 100 Actors Lab (0) or 1 credit
Actor's Lab is offered to help students explore the craft of ensemble theatre building. The ensemble will meet weekly with the intention of learning to listen and respond kinetically, be curious and play well with others. Students may receive one credit per semester in as many semesters as they desire. Graded on a P/F basis. Students may also attend without receiving credit.

THEA 135 Acting 1..... 3
Students are introduced to the basics of acting technique through physical and vocal training, character development exercises, and script analysis. Students develop acting skills by working incrementally on the analysis and staging of monologues and scenes from several contemporary American plays. For the final, students will stage and perform scenes of their choosing for an invited audience. Consistent attendance is mandatory in this lab-style course.

THEA 150 Performance Production 1..... 1
This course provides credit for students who participate in the full-length fall or spring theatre productions. Students are required to contribute 40 hours of work to the production as either cast or crew. This is an activity course and may be taken more than once for credit. Graded on a P/F basis. Prerequisite: acting is by audition only.

THEA 151 Basic Stage Craft and Design..... 3
Students will experiment with the fundamentals of design: line, shape, color, value, and space, and learn the process of designing theatrical elements from concept to build, run, and strike. Students will gain a working knowledge of theatre terminology as well as familiarity with tools and techniques for crafting scenery, props, costumes, lighting, sound, and video. The role and responsibilities of stage management are also covered.

THEA 202 The Active Voice..... 3
Students will be introduced to and engage in an exploration of vocal life as an active, powerful, and transformational component of their entire physical, emotional, intellectual and spiritual selves. Attention will be paid to breath awareness, vocal production, speech and diction by way of study of the physiological and psychological nature of voice, lab-style participation, practice and evaluation of exercises, text presentations, and performances. Not a singing class. Admission after the first class requires written permission of the instructor.

THEA 204 Introduction to Theatre..... 3
This course introduces students to the history of theatre and the collaborative process between playwright, director, actor, and designer. Students will analyze classical and contemporary scripts, create basic improvisations, write dialogue for a play, implement design and directing techniques, and work collaboratively in small groups to prepare staging and design for a play of their choosing for the final project.

THEA 250 Performance Production 2..... 2
This course provides credit for students who participate in the full-length fall or spring theatre productions. Students are required to contribute 80 hours of work to the production as either cast or crew. This is an activity course and may be taken more than once for credit. Graded on a P/F basis. Prerequisite: acting is by audition only.

THEA 260 Acting Through Song..... 3
This Special Topics course is offered on an as-needed basis, focusing on teaching the basics of truth-telling and communication using vocal music as its medium. Students will learn foundations of basic acting, character development, improvisation, collaborative communication, movement, physical awareness and expression and will apply these principles to vocal repertoire ranging from early opera to modern musical theatre. This is not a performance-based class as much as it is a process class; no final singing performance will be graded. However, the class will culminate in a performance. Prerequisite: permission of the instructor.

THEA 308 Directing 1..... 3
This course focuses on bringing text to life through analysis and interpretation of various genres of plays. Students will learn the process of directing from choosing and analyzing a play to running auditions, casting, developing a concept, creating blocking, conducting rehearsals, and incorporating design elements during tech. Class time is devoted to presenting, observing, and evaluating prepared work and culminates in a final scene. Directors will cast their actors from students outside of the course and are required to conduct weekly rehearsals outside of class. Prerequisite: minimum grade of C in THEA 135 or permission of the instructor.

THEA 300 Acting on Camera..... 3
This course is designed for students to learn acting for the camera, behavior on-set, and the business of the film and television industries. Course components include understanding and working through the physical, mental, and emotional challenges of acting on camera. Students will learn the process of the craft as it pertains to preparation, rehearsal, being on-set, and performing. Work in class will consist of acting exercises on camera and presentations of monologues and scenes for critique. Outside of class, students will be assigned to write

response papers to readings and film viewings, as well as make time for rehearsal. Prerequisite: minimum grade of C in THEA 135 or permission of the instructor.

THEA 318 *Advanced Acting/Directing*3
 This advanced theatre course will focus on strengthening acting and directing skills, developing techniques for approaching classical and contemporary scripts, and producing live theatre events. For the final project, students will collaboratively plan an annual student-led showcase comprised of scenes of their choosing. Students are required to conduct weekly rehearsals outside of class and present work in class for critique. Prerequisite: minimum grade of C in THEA 135, THEA 308, or permission of the instructor.

THEA 335 *Acting 2*3
 This advanced acting course focuses on strengthening acting skills using the techniques of Psychological Realism (Constantin Stanislavski), Psychophysical Action (Michael Chekhov), Emotional Recall (Lee Strasberg), Viewpoints (Anne Bogart), and Suzuki (Tadashi Suzuki). Students will apply these techniques to scenes from various genres of plays. For the final, students will stage and perform scenes of their choosing for an invited audience. Consistent attendance is mandatory in this lab-style course. Prerequisite: minimum grade of C in THEA 135 or permission of the instructor.

THEA 351 *Advanced Stage Craft and Design*3
 This advanced course builds on the fundamentals of stage craft, including advanced design principles, construction techniques, styles of theatre, and the execution of special effects. Students are required to apply these skills outside of class to the design, build, and strike for the fall or spring full-length theatre production.

THEA 395 *Field Experience*3
 Field experience is an independent course of advanced study for students interested in accumulating real-world experience in a professional or educational theatre institution off campus. Student identifies and secures a theatre related opportunity, devises an individualized study plan with predetermined learning goals under the guidance of the course instructor, and contributes a minimum of 3 hours per week at the designated institution. Student will keep a log of hours, submit weekly process recordings to the instructor for review, and hold a weekly meeting to debrief with the instructor. Prerequisite: permission of the instructor.

THEOLOGY

Majors in the Department of Theology revolve around coursework conducted under four categories: Required courses seek to provide students with a gateway into the rich world of biblical, theological, and ethical reflection on the Christian tradition that has been going on for centuries, and of which they will be a part. Canonical/Systematic Focus courses specifically consider critical texts, categories, and practices that form the infrastructure of the Christian tradition, and thus its unique identity, boundaries, and dynamics. Contextual Focus courses consider the ethical import of the Christian tradition as it is brought into conversation with varied cultural contexts, social issues, vocational pursuits, and academic disciplines. Culminating Senior Experience courses are an opportunity for majors at the end of their course of study to critically reflect upon what they have learned, anticipate future challenges, and communally assess their competencies in the discipline.

The Department of Theology offers a Major in Biblical Studies, a Major in Theology, and a Minor in Christian Thought.

BIBL 101 and BIBL 102 are prerequisites for pursuing both majors and the minor. They are not counted in the program credit total. To major in Biblical Studies or Theology one must have completed BIBL 101 and BIBL 102 with a grade of C or higher. The minor has no such requirement and can be pursued by anyone with interest.

THE MAJOR FOR THE B.A. IN BIBLICAL STUDIES

Required Courses9 CREDITS

- BIBL 201 **Biblical Interpretation**
- THEO 207W **Introduction to Christian Ethics**
- THEO 240 **Introduction to Christian Theology**

Canonical Focus Courses (pick three)9 CREDITS
 (Must take one course in OT and one course in NT)

- BIBL 310 **Torah**
- BIBL 320 **From Conquest to Exile**
- BIBL 340 **Prophets**
- BIBL 350 **Wisdom and Poetry**
- BIBL 360 **Jesus and the Gospels**
- BIBL 370 **Paul: His Life and Letters**
- BIBL 380 **Hebrews and the General Epistles**
- BIBL 390 **Apocalyptic Literature**

Contextual Focus Courses (pick three)9 CREDITS

- BIBL 315 **Science and the Bible**
- BIBL 325 **Women in Scripture**
- BIBL 335 **Judaism and Jesus**
- BIBL 345 **Politics and the Bible**
- BIBL 355 **Film and the Bible**
- BIBL 365 **Sex, Violence, and the Bible**
- BIBL 375 **The Marginalized and the Bible**
- BIBL 385 **The Sermon on the Mount: Yesterday and Today**

Culminating Senior Experience 3 Credits/30 Total

- BIBL 440 **Senior Seminar**

<i>Track One (without languages)</i>	9 CREDITS/39 TOTAL
2 ADDITIONAL BIBL COURSES	
1 ADDITIONAL THEO COURSE	
<i>Track Two (with languages)</i>	15 CREDITS/45 TOTAL
2 CONSECUTIVE SEMESTERS OF GREEK OR HEBREW	
2 ADDITIONAL BIBL COURSES (HEBR 201 OR GREE 201 CAN COUNT TOWARD THIS TOTAL)	
1 ADDITIONAL THEO COURSE	

THE MAJOR FOR THE B.A. IN THEOLOGY

<i>Required Courses</i>	9 CREDITS
BIBL 201 Biblical Interpretation	
THEO 207W Introduction to Christian Ethics	
THEO 240 Introduction to Christian Theology	
<i>Systematic Focus Courses (pick 3)</i>	9 CREDITS
THEO 210 Christian Spirituality	
THEO 310 The Triune God	
THEO 340 On Being Human	
THEO 350 The Son and Salvation	
THEO 360 The Spirit, Community, and Culture	
<i>Contextual Focus Courses (pick four)</i>	12 CREDITS
THEO 301 The Early Church	
THEO 315 Theological Foundations of World Religions	
THEO 317 Theology and the Body	
THEO 319 Christian Marriage	
THEO 321 Addiction and Grace	
THEO 329 C.S. Lewis	
THEO 335 Global Christianity	
THEO 351 Modern Theology	
THEO 353 Postmodernism and Pluralism	
THEO 355 Catholics and Protestants in Conversation	
<i>Culminating Senior Experience</i>	3 CREDITS
THEO 440 Senior Seminar	
<i>Electives (pick two)</i>	6 CREDITS/39 TOTAL
<i>Two courses from BIBL/THEO or PHIL 304 or HIST 372</i>	

THE MINOR IN CHRISTIAN THOUGHT

In addition to BIBL 101 and 102 the following courses are required for a minor in Christian Thought:

ONE 200-LEVEL THEO COURSE	3 Credits
FIVE COURSES IN BIBL/THEO	15 Credits/18 Total

COURSE DESCRIPTIONS

BIBL 100 Biblical Literature in Contemporary Context	3
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This course provides a general introduction to the story and significance of the Bible, the foundational book of the Christian faith and one of the world's greatest works of literature. Students will examine the Bible's nature, purpose, and authority; its historical narrative, cultural background, literary structure, and main theological concepts. Major emphasis is placed on understanding the overall storyline of the Bible as one grand narrative of redemption. It is intended as a foundation level course, suitable for those who have no previous knowledge of the Bible or Christian thought.

BIBL 101 Introduction to the Old Testament	3
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A descriptive introduction to the general content and main episodes of the story of Israel in the Old Testament. The focus is on understanding the flow of events, key characters, stories, themes, genres, and historical settings of the Old Testament. We will also begin to explore how the gospel continues and develops Old Testament themes. Offered every semester.

BIBL 102 Introduction to the New Testament	3
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A descriptive introduction to the content of the New Testament, especially in the Gospels and the letters of Paul. A main focus is on the importance of understanding the New Testament in its ancient historical and cultural setting and applying that knowledge to contemporary faith and life. Offered every semester.

BIBL 201 Biblical Interpretation	3
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The art and theory of biblical interpretation will be explored through a historical, philosophical, and theological survey. The primary aim is to prepare students for an academically rigorous course of study in biblical and theological studies, but our discussion will also provide the basis for both personal Bible study and the preaching and teaching of the Bible. Offered yearly.

BIBL 310 The Torah	3
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An exegetical, historical and theological study of the traditions about Israel's emergence as the people of God. Elements treated are the primeval history, patriarchs, exodus, the law of Sinai and the wilderness experience. Offered alternate years.

BIBL 315 Science and the Bible	3
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Theological and hermeneutical investigation of the relationship between Christian faith and scientific advances, particularly cosmic, geological, and biological evolution via close readings of relevant biblical texts and secondary literature from both a Christian and secular point of view. Offered alternate years.

BIBL 320 From Conquest to Exile	3
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The purpose of this course is to reconstruct the history of ancient Israel on the basis of the complex sources available to us from the Bible, ancient texts, and the archaeological record. Pursuit of this objective will include a detailed and in-depth analysis of the biblical books of Joshua, Judges, Samuel, Kings, Chronicles, Ezra, and Nehemiah. As we pursue our historical aims, we shall not lose sight of the important theological questions engaged by the sacred books. Offered alternate years.

BIBL 325 Women in Scripture	3
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This course investigates the changing roles and perceptions of women as they evolve through the Judeo-Christian Scriptures, with special attention paid to leading female personalities in both the Old and New Testaments. In addition, the course will evaluate conflicting interpretations of key texts as they have been used throughout history to determine the functional placement of women in society and the church. Offered alternate years.

- BIBL 335 Judaism and Jesus**3
 Jesus and his earliest followers lived and died as Jews. What came to be known as Christianity did not begin as an autonomous new religion, but rather as a movement within early Judaism. For this reason the earliest documentary remains of this movement preserved in the New Testament should be studied in the first instance as Jewish texts. This course introduces the literature, groups, beliefs and practices that comprised Second Temple Judaism. It will selectively illustrate how knowledge of early Judaism enlightens our understanding of the ministry of Jesus and the writings of the New Testament. Offered alternate years.
- BIBL 340 Prophets**.....3
 An analytical survey of the meaning and interpretation of the Old Testament's prophetic books: Isaiah, Jeremiah, Ezekiel, and the twelve Minor Prophets. Special emphasis will be given to the social and historical context, distinctive themes (justice, covenant fidelity, messianism, etc.), and contemporary relevance of these books. We will examine the related notion of inspiration in considering the prophetic claim to speak for God. Offered alternate years.
- BIBL 345 Politics and the Bible**.....3
 This course examines the politics of the Bible through a study of the empires that shaped the worlds of the OT and NT and the dynamics of life under empire for Jews and Christians. The course focuses primarily (but not exclusively) on an in-depth study of the Greco-Roman and Jewish political contexts of the first-century CE. It also analyzes the explicit and implicit political statements of the New Testament, from the Gospels' claims about Jesus' identity to Pauline and Johannine passages addressing the relationship of Christians to the government. The course utilizes a broad range of scholarly approaches to the text, allowing students to explore both ancient and contemporary understandings of "the politics of the Bible." Offered alternate years.
- BIBL 350 Wisdom And Poetry**.....3
 A concentrated study of Proverbs, Job, Ecclesiastes, and Psalms with special attention to their meaning and relevance for modern life. The basic frame of reference will be Wisdom's creation theology and its relation to biblical faith as well as other living faiths of the world. Offered alternate years.
- BIBL 355 Film and the Bible**.....3
 This course is a survey of movies that retell or interact with biblical stories as contemporary audio-visual translations of and commentaries on the Bible. We will introduce and employ basic ideas from film criticism to analyze these movies as we consider how culture influences the ongoing transmission of the biblical tradition and vice versa. This course fulfills the Knowledge about the Arts general education requirement. Offered alternate years.
- BIBL 360 Jesus and the Gospels**.....3
 This course is a concentrated study of Matthew, Mark, Luke/Acts, and John with special attention to their meaning for the early Church, Christian theology, and the quest for the historical Jesus. We will also study some of the noncanonical gospels (Gospel of Thomas, Gospel of Mary, the Infancy Gospels, etc.), consider post-biblical appropriations of Jesus (in politics, art, literature, and film), and think together about how Jesus can and ought to shape Christian faith and faithfulness. Offered alternate years.

- BIBL 365 Sex, Violence, and the Bible**.....3
 This course provides a theological and hermeneutical investigation of biblical texts in both the Old and New Testaments that depict and often seemingly legitimate acts of violence. It provides an overview of how these "texts of terror" have been appropriated by communities of faith throughout history and an exploration of how to read such texts as scripture. This course fulfills the Knowledgeable in Doing Justice general education requirement. Offered alternate years.
- BIBL 370 Paul: His Life and Letters**3
 The history of the interpretation of Paul from the early Church to scholars of the modern period precedes an in-depth study of Paul's life and thought as presented in Acts and his letters. Offered alternate years.
- BIBL 375 The Marginalized and the Bible**3
 This course studies biblical perspectives on issues related to the marginalized, particularly slaves, children, widows, foreigners, and the disabled. and orphans. The course covers Old Testament law, Jesus' parables, Paul's economics, and the social world of the Bible. The course utilizes insights from the post-colonial, liberation, family, and social-scientific studies; it also considers the reception history of these issues in early Christianity. This course fulfills the Knowledgeable in Doing Justice general education requirement. Offered alternate years.
- BIBL 380 Hebrews & General Epistles**.....3
 An analytical survey of the interpretation and meaning of Hebrews, James, I and II Peter and Jude. Special emphasis will be given to the historical circumstances, structure and distinctive themes of these books. Offered alternate years.
- BIBL 385 The Sermon on the Mount Today**.....3
 This course will explore the exegetical and theological dimensions of Jesus' most famous discourse: The Sermon on the Mount(Matthew 5-7). Attention will also be given to the literary aspects of the Gospel of Matthew as well as the practical dimensions of the Sermon on the Mount for the disciple of Jesus Christ. Offered based on student interest and need.
- BIBL 390 Apocalyptic Literature**.....3
 A general introduction to apocalyptic literature followed by a historical-cultural study of the symbolism and meaning of Daniel and Revelation as well as extra-canonical apocalyptic books. Special attention will be paid to competing varieties of interpretation, e.g., traditional, dispensational, critical, and cultural. Offered alternate years.
- BIBL 440 Senior Seminar**.....3
 Consideration of special topics essential for integrating the educational experience of seniors in the major. Offered yearly.

THEOLOGY COURSE DESCRIPTIONS

- THEO 207W Christian Ethics**3
 A study in practical theology, this course will examine Christianity as a coherent vision of life. We will explore how central biblical and theological themes, such as community, fall, cross, and new creation, are to be embodied in the lives of Christians. We will focus especially on how the confession that Jesus is Lord ought to inform our approach to the ethical issues and controversies of our day. Prerequisite: BIB 101, 102. Offered every spring semester.

- THEO 210 Christian Spirituality** 3
This course examines the history of Christian spirituality, paying close attention to those particular practices, or disciplines, that Christians consider helpful—and perhaps necessary—for Christian maturity. It also investigates the way Christian spirituality relates to vice and virtue. Throughout the course, we will address some of the struggles contemporary believers face, such as relationships with technology and battles with vice, asking how we might benefit from the wisdom of those who have come before us. We will also seek to appreciate and learn from all major branches of the Church—Orthodox, Catholic, and Protestant—as we consider how to incorporate ancient Christian spiritual disciplines into our own lives. Prerequisite: BIBL 101, 102. Offered every semester.
- THEO 240 Introduction to Christian Theology** 3
A survey of the main themes of Christian theology from both systematic and biblical perspectives. Special emphasis is on the development of responsible theological thought. Such topics as the basis of authority, the nature of God, human nature, the person and work of Christ, the Holy Spirit and the Church will be treated. Prerequisite: BIBL 101, 102. Offered every semester.
- THEO 301 The Early Church** 3
An historical and theological exploration of key figures, events, movements and themes in the development and expansion of the early Church. Offered in alternate years.
- THEO 310 The Triune God** 3
An investigation of the Christian doctrine of God in its biblical foundations and its historical development, with particular attention to the life of God as Trinity and to the relationship between God and the world. Specific topics may include the relationship between transcendence and immanence, the efficacy of natural theology, the impassibility and immutability of God, the character of divine foreknowledge and providence, the nature of divine “personhood” and the debate over “social trinitarianism,” and the relationship between equality and order among the divine persons. Offered alternate years.
- THEO 315 Theological Foundations of World Religions** 3
A detailed exploration of the explicit and implicit theologies of Buddhism, Hinduism, and Islam, aimed at grasping the internal logic and coherence of each tradition. Special attention will be given to comparing and contrasting these faiths with historic Christianity. This course fulfills the Knowledge about Global Diversity general education requirement. Offered alternate years.
- THEO 319 Christian Marriage** 3
In this course, students will have an opportunity to reflect Christianly on the institution of marriage. This will include examining how attitudes toward marriage are shaped by our upbringing in our families, in the church, and in society; thinking and talking in detail about Christian scripture and tradition as they relate to marriage; and considering a variety of aspects and challenges to marriage that confront people who are married or who may be considering marriage. We hope that this will help those of our students who are unmarried to make wise decisions about whether and whom to marry, will help those who are married, and those who will eventually marry, live out their marriages faithfully and well, and will help all our students to mature in ways that will enable them to better live out their Christian vocations in either the married or single state. Offered yearly.
- THEO 321 Addiction and Grace** 3
Addiction is widely acknowledged as a serious individual, interpersonal, and social problem. But what is addiction? Is it a brain disease? A sin? A problem of will, or of knowledge? Does addiction have primarily to do with individuals, or is it constituted or maintained in intimate relationships or on a societal level? Do addictions necessarily involve psychoactive substances, or can we properly speak of addictions to activities like gambling or shopping, or even eating or sex? Who is susceptible to addiction, and why? If a person stops engaging in addictive behavior, is he or she still an addict? Christians and others offer a variety of answers to these questions. In this class we will explore biblical, theological, historical, sociological, and scientific resources that can help us understand how Christians and others have understood and currently understand both addiction and recovery, and that can help us respond to addiction in ways that incarnate the prophetic values of justice, mercy and humility. Offered yearly.
- THEO 322 Spirituality of Desert Fathers** 3
“Spirituality” has been a hot topic over the past few years. In this course, we want to explore together a specific type or model of spirituality practiced by Christians living from roughly the third to the seventh centuries. How, for example, did these early Christians pray? Were there other spiritual disciplines that formed part of the rhyme and rhythm of their spiritual lives? How did they deal with temptation? What was their understanding of Christian character? Who were the “desert fathers?” What was their particular contribution to Christian spirituality? How can insights of these early Christians be translated into the context of the modern world? What possible mistakes did they make that may be avoided by later generations of Christians? These and other questions and issues will form the heart of the course. Offered alternate years.
- THEO 325 Martin Luther** 3
Study of the life and thought of this founding figure of the Protestant Reformation, with attention to the historical background but mainly focused on readings in Luther’s own writings. This course will prepare students to understand the nature and fundamental convictions of Protestant theology. Offered based on student interest and need.
- THEO 328 Karl Barth: Theologian and Witness** 3
An introduction to one of the most significant Christian theologians in the history of the Church, and certainly the most significant Christian theologian of the 20th century: Karl Barth. The historical background of Barth’s life and key themes in his thought will be explored through close reading of secondary and primary texts, course discussion, and through student précis presentations. Offered based on student interest and need.
- THEO 329 C. S. Lewis** 3
A study of the theological vision of C. S. Lewis through his own writings, both fiction and non-fiction. Special attention is given to the features of Lewis’s thought that make it an integrated whole, and also to aspects that are not widely known, or that are controversial, or that have made a distinctive contribution to Christian theology in the last hundred years. Offered alternate years.



THEO 335 Global Christianity3
 Western forms of Christian faith are becoming increasingly marginalized as the church grows dramatically in the southern hemisphere, where highly contextual, conservative, and charismatic forms of the faith abound. This course will explore how the Christian faith is being embodied and carried forth in these contexts through the close reading of texts that consider how these communities read the Bible, and contextualize the theological themes and liturgical forms that characterize the Christian tradition. Offered based on student interest and need.

THEO 340 On Being Human3
 This course will offer students a theological portrait of the human person as a creature in the image of a triune God. Interpreting this phrase and noting its implications will occupy a great deal of our time in this course. Along the way, we will consider how the creation of humanity in the image of God compares with alternative visions of the human creature (its constitution and vocation), the implications of our material, and immaterial constitution for questions related to ethnicity and identity, sin, the soul, reconciliation, and the vocation of the human creature as an ethical and cultural being. Offered alternate years.



THEO 350	The Son and Salvation	3
	This course will offer students a theological portrait of the person and work of Jesus Christ as the key to understanding the nature and activity of God, the nature and activity of human persons, and the nature and telos of the created order. As such, we will consider Jesus as both mediator of revelation, creation and reconciliation and lord of history. We will accomplish this goal through a consideration of the central Christological (person of Christ), and soteriological (work of Christ) doctrines of the Christian faith: their historical development, theological coherence, and cultural significance. Offered alternate years.	
THEO 351	Modern Theology	3
	The course examines the central figures, themes and movements in theology during the 19th and 20th centuries with particular attention to what is distinctive about modern theology, how it is related to philosophical and cultural developments and how traditional Christians may critically appropriate modern insights. Offered based on student interest and need.	
THEO 353	Postmodernism and Pluralism	3
	A critical, theological study of contemporary postmodernism and religious pluralism, aimed at developing an appropriately complex understanding of Christianity's truth and of Christianity's place in a diverse religious world. Offered based on student interest and need.	
THEO 355	Catholics and Protestants in Conversation	3
	An exploration of the theological background between Roman Catholic and Protestant Christians over the past five centuries, aimed at understanding the key points of disagreement, such as the relationship between Scripture and Tradition, the nature of justification, the status of the Virgin Mary and the saints. Offered based on student interest and need.	
THEO 360	Spirit, Community, and Culture	3
	This course will offer students a theological portrait of the person and work of the Holy Spirit and the nature and mission of the Church in the world. The themes of the identity and function of the Holy Spirit as the Spirit of Jesus Christ and the formation of the Christian community as the body of Jesus Christ in the work will be considered in terms of their historical development, theological coherence and cultural significance. Offered alternate years.	
THEO 440	Senior Seminar	3
	Consideration of special topics in theological studies helpful for integrating theological knowledge and liberal arts studies. Offered every spring semester.	

URBAN STUDIES

See *Social Transformation Programs*

YOUTH MINISTRIES AND YOUTH MINISTRY LEADERSHIP

YOUTH MINISTRIES

THE MAJOR FOR THE B.A. IN YOUTH MINISTRIES

YMIN 101	Introduction to Youth Ministry	3
YMIN 102	The Gospel and Adolescent Culture	3
YMIN 202W	Youth Ministry and Evangelistic Strategy	3
YMIN 205	Youth Ministry and the Small Group Process	3
YMIN 207	Youth Ministry Programming Skills	3
YMIN 305	Youth Ministry Administration	3
YMIN 402	Discipling Youth	1
YMIN 404	Senior Seminar	2

Subtotal Credit Hours: 21

YMIN 313, 314 OR 315	Field Placement I	1-3
YMIN 413, 414 OR 415	Field Placement II	1-3

Subtotal Credit Hours: 4

Choose ONE of the following courses:.....3

(may include courses taken to meet CORE requirements)

PSYC 206	Adolescent Psychology	
PSYC 240	Basic Counseling Skills	
SOCI 310	The Family	
	<i>Choose ONE of the following courses:</i>	3

YMIN 203	Youth Ministry in the Wilderness	
YMIN 303	Ministry in the Urban Setting	
YMIN 304	Issues in Urban Youth Ministry	
YMIN 316	Practicum: International Youth Ministry	
YMIN 317	Cross-Cultural Mindset in Ministry	
	<i>Choose ONE of the following courses:</i>	2

YMIN 217	Youth Ministry Teaching Lab	
YMIN 406	Youth Ministry Skills Clinic	
	<i>Subtotal Credit Hours:</i>	8

BIBLE AND THEOLOGY COURSES:

TWO courses in Theology: (to include CORE requirements)

THEO 210	Christian Spirituality	3
THEO 240	Introduction to Theology or	3
HONR 240	Introduction to Christian Theology	

Subtotal Credit Hours: 6

Total Credit Hours: 39

YOUTH MINISTRY LEADERSHIP

THE MAJOR FOR THE B.A. IN YOUTH MINISTRY LEADERSHIP

The Eastern University Youth Ministry Leadership major is an online and blended program to equip, guide and nurture students through holistic, relevant youth ministry. The program is designed for adult learners who are 21 years and older who bring prior college credits to complete the 121-credit bachelor's degree.

General Education is integrated into the Youth Ministry Leadership major. BIB 101 and 102, Scientific Reasoning, Quantitative Reasoning, Knowledgeable about Global Diversity and Knowledgeable



in Doing Justice are important components flowing out of Eastern's foundational commitments. In addition, students must complete some GE courses outside the major.

Core curricular requirements are identical to the Youth Ministry Major, though not all catalog courses are offered in the online format; some elective options are limited for the YML program.

YMIN 101	Introduction to Youth Ministry	3
YMIN 102	The Gospel and Adolescent Culture	3
YMIN 202W	Youth Ministry and Evangelistic Strategy	3
YMIN 205	Youth Ministry and the Small Group Process ...	3
YMIN 207	Youth Ministry Programming Skills	3
YMIN 305	Youth Ministry Administration	3
YMIN 402	Discipling Youth	2
YMIN 404	Senior Seminar	2
YMIN 406	Skills Clinic	2
PSYC 206	Adolescent Psychology	3
	<i>Subtotal Credit Hours:</i>	27

YMIN 315	Field Placement I	2
YMIN 415	Field Placement II	2
	<i>Subtotal Credit Hours:</i>	4

Choose ONE of the following courses:

YMIN 203	Youth Ministry in the Wilderness	
YMIN 303	Ministry in the Urban Setting	
	<i>Subtotal Credit Hours:</i>	3

BIBLE AND THEOLOGY COURSES:

TWO courses in Theology: (to include CORE requirements)

THEO 210	Foundations of Christian Spirituality	3
THEO 240	Theological Thinking	3
	<i>Subtotal Credit Hours:</i>	6

Choose TWO from BIBL at the 200-level or above (in addition to CORE requirements)

	<i>Subtotal Credit Hours:</i>	6
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Choose TWO additional electives from BIBL or THEO at the 200-level or above (in addition to CORE requirements)

	<i>Subtotal Credit Hours:</i>	6
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	<i>Total Credit Hours:</i>	52
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Students may apply to the BA in Youth Ministry to MA in Urban Studies 5 year program. Approval for this program constitutes of an exception to the University's policy which prohibits undergraduate students from taking more than two graduate courses while an undergraduate student. Graduate courses taken at the graduate level during junior and senior year will substitute for undergraduate coursework as follows:

YTHL 525 Theological Foundations of Youth Ministry replaces YMIN 303 Youth Ministry in the Urban Setting, URBN 575 Applied Research and Evaluation replaces SOCI 318 Research Methodology, and YTHL 695/696 Leadership Practicum replaces YMIN 413/414/415 Field Placement.

Students must still take a minimum of 30 unique credits toward completing the graduate program.

COURSE DESCRIPTIONS

YMIN 101 Introduction to Youth Ministry.....3

This course will be a study of the physical and emotional development of adolescents, and the development of a philosophy of ministry with adolescents, with guidelines and discussion relating to the implementation of a program of ministry within the framework of the local church as well as in various other contexts.

YMIN 102 The Gospel and Adolescent Culture.....3

This course will survey various elements of the youth culture and the adolescent experience while considering ways that these elements of culture and experience are addressed by the Gospel of Christ. The course will feature discussion of traditional adolescent issues and a survey of curricula and materials that address these issues.

YMIN 202W Youth Ministry and Evangelistic Strategy.....3

The ministry of outreach and evangelism is a critical component of any effective youth ministry. This course will examine the biblical bases for evangelistic ministry, the essential components of the evangelistic message, and will survey various modes and means of personal and group evangelism. This course will also focus on developing significant writing skills or students in the major.

YMIN 203 Youth Ministry in the Wilderness.....3

This course will explore the value and rationale for youth ministry in the context of wilderness camping. Special emphasis will be placed on the logistics of group camping in the wilderness setting, and how to plan and execute such a trip. Course participants will learn ways of using the wilderness experience for group building, leadership development and personal spiritual growth. The context of the course is a two-week wilderness trip that will include backpacking, rock-climbing and whitewater rafting. Limit: 10 students. Offered in Summer Session I. Additional fees.

YMIN 205 Youth Ministry and the Small Group Process...3

By learning and participating in a small group, students will gain the basic skills necessary for facilitating small groups in a youth ministry context. Through this experience, students will learn how to create an atmosphere where youth can meet together regularly and become committed to each other, to the group, and to growing together in their faith in Christ. Principles of biblical interpretation and Bible study activities appropriate to youth ministry will be explored. Prerequisites: Minimum grades of C in YMIN 101, 102.

YMIN 207 Youth Ministry Programming Skills.....3

This course is designed to train students in skills necessary for effective youth ministry. This phase of the skills curriculum will focus on creativity, learning styles, event planning, communication skills and techniques. The course will utilize a laboratory approach that begins with instruction and moves into hands-on participation. Offered spring only. Prerequisite: Minimum grade of C in YMIN 101.

YMIN 211 Seminar in Campus Ministry I.....2

This two-semester course will prepare selected students for effective campus ministry as student chaplains, primarily in campus residence halls. Students will be instructed by theory and practice concerning the "internal" facets of campus ministry (e.g., devotional life, spiritual

disciplines). The second semester will focus on special topics that impact campus ministry to empower student chaplains to have a more effective ministry in the residence halls.

YMIN 217 Youth Ministry Teaching Lab2

Using the format of student presentations and peer evaluations, the course will focus on how to teach biblical principles to teenagers. Students will learn how to teach creatively, structure a Bible study, and create and use media in ministry. Prerequisite: minimum grade of “C” in YMIN 207.

YMIN 303 Youth Ministry in the Urban Setting3

The objective of this course is to give students a vision for youth ministry in an urban environment. Students will not only have opportunity to see and experience various approaches to urban youth ministry, but will also be challenged to explore their attitudes toward cross-cultural ministry, racism, and poverty. Prerequisites: Minimum grades of C in YMIN 101, 102.

YMIN 304 Issues in Urban Youth Ministry3

This course is designed to cover a wide range of topics and issues related to doing ministry with youth in urban environments. Along with examining urbanism, poverty, culture and context we will also look at youthful counter movements in cities. We will ask questions about the city’s appeal to suburban and rural youth, neo-yuppies, gentrification, urban development and renewal. Students in this class will have an opportunity to research and present their findings on a particular urban youth sub-culture and their unfolding vision for doing ministry with that particular group.

YMIN 305 Youth Ministry Administration3

This course will focus on some of the “nuts-and-bolts” areas of everyday youth ministry in the parish and para-church setting. Topics examined will range from organizing and administering a youth program to counseling teenagers, the dynamics of team ministry and working with volunteers. Other practical concerns that will be given attention are finances and budgeting, church staff relationships and promotional skills. Offered every spring. Prerequisites: Minimum grades of C in YMIN 101, 102, 207.

YMIN 313, 314 Field Placement I1-3

Each youth ministry major is required to complete a total of 320 hours (4 semester credits) of field placement. This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships (see 315, 415), one-year, full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Prerequisite: Permission of the Youth Ministries program director.



- YMIN 315 Summer Field Placement I**.....1-3
See YMIN 313, 314. The amount of credit earned through summer placement will be determined by the Youth Ministries program director. Prerequisite: Permission of the Youth Ministries program director.
- YMIN 316 Practicum: International Youth Ministry**.....3
This course is designed to help students reflect on a cross-cultural ministry experience to help them integrate their calling to youth ministry and their own identity. Following a practical, hands-on youth ministry experience in a cross-cultural setting overseas for at least one semester, students will enroll in this course for a reflective process in which they will evaluate their personal and ministry experiences from their international ministry setting. Prerequisite: Permission of the Youth Ministries program director.
- YMIN 317 Cross-Cultural Mindset in Ministry**.....3
The call to serve as Christians implies finding new ways of contextualizing the Gospel. This course is designed to encourage students to think creatively when serving in today's world. In order to break stereotyped patterns and allow creativity to emerge, the student will be exposed to different cultural experiences and will reflect on the need to embrace a cross-cultural approach in ministry. This course includes a ten-day spring break trip to a location outside of the United States.
- YMIN 402 Discipling Youth**2
Beginning with a biblical definition of Christian discipleship, special attention is given to identifying what Christian discipleship looks like in the adolescent culture. Students review various components of a ministry of discipleship and examine strategies of discipling youth. The course is an intensive 5-day field trip to view various youth discipleship programs. Students will be charged an additional fee to cover extra food and housing costs for the travel component of the course. Due to the unusual nature of this course, it is offered only in Summer Session. Prerequisites: minimum grades of C in YMIN 101,102.
- YMIN 404 Senior Seminar**1
Using a seminar format, special focus and attention will be given to questions that often emerge in youth ministry: At what point does parental responsibility override a confidential youth-youth minister relationship? How does one handle various problems of discipline?

What is the relationship between para-church and local church youth programs? The course will utilize a case-study approach in exploring some of these issues. The Culminating Senior Experience (CSE) project will be part of this course. Limit: 10 students. To be offered every spring. Prerequisites: Minimum grades of C in YMIN 305.

- YMIN 406 Youth Ministry Skills Clinic**.....2
This course will be designed to give students opportunities to exercise their skills in speaking to teenagers. Students will focus on creative teaching methods, curriculum design, and various approaches to Bible study (topical, textual, etc.). Class sessions will consist largely of student presentations and careful group critique of those presentations. Prerequisites: Course is open to youth ministry majors who are in their junior or senior year and have successfully (minimum grades of C) completed YMIN 101, 102, 207 or who have permission of the instructor.
- YMIN 413, 414 Field Placement II**1-3
See description for YMIN 313, 314.
- YMIN 415 Summer Field Placement II**.....1-3
See description for YMIN 315.

GENDER STUDIES SEMINAR

Eastern offers a unique 3-week, faith-based "Seminar by the Sea" in the coastal region of Maine. Drawing students from around the country, this gender studies course, focusing on psychology and literature, allows students to live in community and explore what it means to be a man or woman in today's society, with a focus on the ways in which gender informs and affects our lives.

- ENGL/PSYC 299 Seminar by the Sea**.....3
Eastern offers a unique 3-week faith-based course on gender studies. Drawing students from around the country, this gender studies course, focusing on literature/writing, allows students to live in community and explore what it means to live in a gendered society. Topics include women in politics, differing masculinities, women in the global community, gender in the church, constructions of gender and race, gender and violence. This course is offered bi-yearly during Summer I session, in Oceanwood, Maine.



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Daryl Hawkins (B.S., M.A., M.T.S.), *Dean of Students*

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Sarah Roche (B.A., M.A., M.B.A.), *Director, Student Success Center and University Registrar*

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Heidi Birtwistle, *Interim Director of Athletics*

Nathaniel J. Stutzman (B.S., M.Ed., M.A.) *Director, Leadership Fellows Program*

Sarah E. Todd (B.A., M.Ed.), *Director, Office of Talent and Career Development*

ALUMNI ASSOCIATION

Mary (Chaplin) Gardner '83, M.Ed.'12 *Director of Alumni and Parent Relations*

www.alumni.eastern.edu

email: alumni@eastern.edu

1.800.600.8057

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Laura Manger '98, *EU Representative*



DISCLOSURES

Eastern University is committed to providing prospective students and their families with ready access to student consumer information. A comprehensive listing with links to resources is located on the home page of the Eastern University Web site. Go to www.eastern.edu/about/student-consumer-information.

EQUAL OPPORTUNITY

Under the provisions of Title VI of the Civil Rights Act of 1965, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975, Eastern University does not discriminate in any of its policies, programs, or activities on the basis of sex, age, race, handicap, marital or parental status, color, or national or ethnic origin. Details of the Title IX policy prohibiting sex discrimination are included in the Student Handbook www.eastern.edu/campus/studev or by request to the Vice President for Student Development 610.341.5822.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Students have the right to:

- review education records within 45 days of the day the University receives a request for access.
- request the amendment of education records that are believed to be inaccurate or misleading.
- consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA (the law) authorizes disclosure without consent.
- file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4605

STUDENT RIGHT TO KNOW AND CAMPUS SECURITY

In compliance with the Pennsylvania College and University Security Information Act 73 of 1988 and Student Right-to-Know Act of 1990, the Eastern University Campus Security Report is available on Eastern's Web site www.eastern.edu/campus/university_wide_services/security/index.html or by request to the Security Office 610.341.1720.

VETERANS AND ACTIVE MILITARY

Eastern University honors the service and sacrifices of our nation's veteran and active military personnel. University policies recognize the rich educational experiences and unique challenges faced by servicemen and women admitted to degree programs.

Enrollment Certification Services for Educational Benefits – Eastern's VA representative certifies enrollment for recipients of educational benefits via VA-ONCE.

College Level Examination Program (CLEP) Testing Services – Eastern University offers a testing site for current and former military personnel to validate college-level learning that was acquired through experience and non-collegiate instruction.

Requests for Reviews by the Executive Director of Enrollment – Eastern is committed to providing "military friendly" procedures to servicemen and women who seek admission to degree programs. If active duty, reserve duty or veteran's affairs issues cause a delay in the prospective student's planned enrollment, the applicant may submit a written request for a review of the individual circumstances. The University will make reasonable efforts to offer opportunities for future enrollment without penalty.

Convenient Communication – Military personnel admitted to degree programs are welcome to use their private e-mail accounts to correspond with university representatives. All announcements relevant to the upcoming enrollment will be sent to the e-mail account the prospective student specifies in the application for admission. Military personnel may need more time to provide documents related to enrollment and financial aid processes, but all materials must be received before the first class meeting.

Website Resources – Online application and payment services are available via www.eastern.edu. Costs, course offerings, financial aid information, forms, policies, procedures and programs of study are among the many resources located on Eastern's website.

INFORMATION SECURITY

The University Registrar provides oversight for the University's information security. This plan complies with the Family Educational Rights and Privacy Act (FERPA), the Gramm-Leach-Bliley Act (GLB Act) and the Identity Theft Prevention Program. The intent is to guard against the unauthorized access to, or use of, such information that could result in substantial harm or inconvenience to any student.

The following have been identified as operational areas considered when assessing the risks to the confidentiality and security of student information:

- Employee training and management
 - Information systems, including network and software design, as well as information processing, storage, transmission and disposal

- Detection, prevention and response to attacks, intrusions, or other information system failures

Offices with access to confidential student information include:

- Academic Computing
- Administrative Computing
- Admissions
- Advising Office
- Alumni Deans
- Faculty Financial Aid
- Human Resources Institutional Research
- Registrar
- Security
- Student Accounts
- Student Development
- Student Health Center

Each relevant area is responsible to secure student information in accordance with all privacy guidelines. Eastern University will select appropriate service providers that are given access to customer information in the normal course of business and will contract with them to provide adequate safeguards.

STUDENT IMAGES

Photographs are taken of students engaged in various activities, both in class and out, for use in internal and

external publications and media. Enrolled students are considered to have given permission to be photographed unless they request exclusion by submitting a written request to the Director of Communications.

ATHLETIC PROGRAM PARTICIPATION RATES AND FINANCIAL SUPPORT

Annual notification to enrolled students is provided by the Student Development Office or by request to the Vice President for Student Development 610.341.5822.

DRUG AND ALCOHOL PREVENTION INFORMATION

Annual notification to enrolled students is provided by the Student Development Office www.eastern.edu/offices-centers/public-safety/clery-reporting, Public Safety Policies and Procedures PDF or by request to the Vice President for Student Development 610.341.5822.

GRADUATION AND RETENTION TRENDS

Annual retention and graduation rates are included in University Facts compiled by the Office of Institutional Research www.eastern.edu/centers/ir/Graduation-Retention.html or by request to the Director of Institutional Research 610.341.5898.



CORRESPONDENCE DIRECTORY

Eastern University
1300 Eagle Road, St. Davids, PA 19087-3696
610.341.5800

www.eastern.edu

For prompt and personal attention to specific questions, please consult the following directory.

Admissions, Program Information**Graduate**

610.341.5972
FAX: 610.341.1468

Undergraduate

610.341.5967
FAX: 610.341.1723

Advising Office

advising@eastern.edu

Alumni Affairs

610.341.1456

Athletics

610.341.1736

Billing

610.341.5831
FAX: 610.341.1492

Campolo College of Graduate and Professional Studies

1.800.732.7669

Career Planning

610.341.5827

Christian Life Activities

610.341.5826

Curricular Matters, Records, Transcripts

610.225.5011
FAX: 610.341.1707

Cushing Center for Counseling and Academic Support

610.341.5837

Dean of Arts and Sciences

610.341.5893

Dean of Students

610.341.5822

Financial Aid

610.225.5102
FAX: 610.225.5651

First-Year Programs

610.341.5414

International Student Services

610.341.5870

Off-campus Study

610.225.5010

Public Relations

610.341.5930

Registrar

610.341.1379 and 610.341.5853
FAX: 610.341.1707

School of Leadership and Development

610.341.4367

Student Accounts

610.341.5831
FAX: 610.341.1492

Student Health Center

610.341.5955

Student Housing

610.341.5840
FAX: 610.341.1705

LOCATION

Eastern University in St. Davids, Pennsylvania, is on Philadelphia's Main Line. This residential area is one-half mile north of Lancaster Pike (U.S. Highway 30) at the eastern edge of the town of Wayne. Eastern's convenient suburban setting is just minutes from exit 13 of I-476 and within easy access of the city of Philadelphia. SEPTA trains (the Bryn Mawr-Paoli Local) run on the average of every half-hour from the St. Davids station to the downtown area of Philadelphia. The traveling time is under thirty minutes.

In Philadelphia there are historic sites such as Independence Hall, Carpenters' Hall and the old Congress Hall which won the name "Cradle of Liberty" for the city.

Philadelphia is unique as an educational and cultural center. There are 1300 churches in the city. Rare collections of historical and anthropological interest are displayed in the University of Pennsylvania Museum. Facilities of the Franklin Institute and Fels Planetarium promote the physical sciences, and those of the Academy of Natural Sciences and Wistar Institute, the biological sciences. The exhibits of the Museum of Art on the Parkway and of the Pennsylvania Academy of Fine Arts are open to the public. The Philadelphia Orchestra is world renowned. Tickets to its concerts are available to students at special rates.

With its many fine hospitals and its five medical colleges, Philadelphia occupies an enviable position as one of the country's leading medical centers. King of Prussia Plaza and The Court, one of the largest shopping malls on the east coast, is only a ten-minute drive. Valley Forge National Historical Park, a famous national landmark, is just north of the King of Prussia area.

DIRECTIONS TO EASTERN UNIVERSITY

ST. DAVIDS, PENNSYLVANIA

From I-476, Take Exit 13 (St. Davids/Villanova) and follow U.S. Route 30 West (Lancaster Avenue). Turn right on Radnor-Chester Road. Turn left on King of Prussia Road. Turn left on Eagle Road. University entrance is on your left.

From Philadelphia, Schuylkill Expressway (I-76) West to exit for I-476 South. Follow directions “From I-476.”

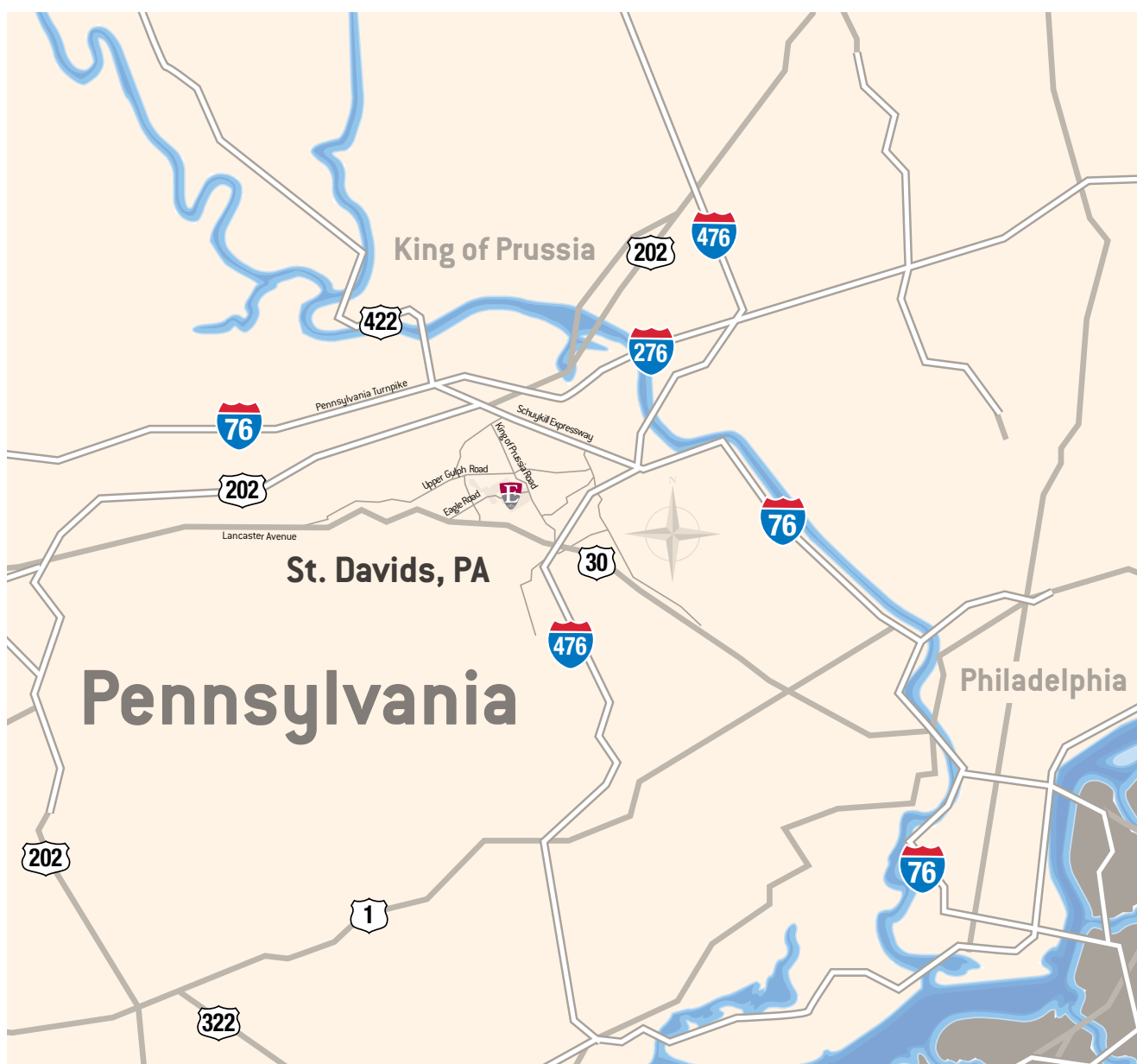
From Pittsburgh and Points West, Take I-276 East (PA Turnpike) to Exit 326 (Valley Forge). Continue on I-76 East to 476 South. Follow directions “From I-476.”

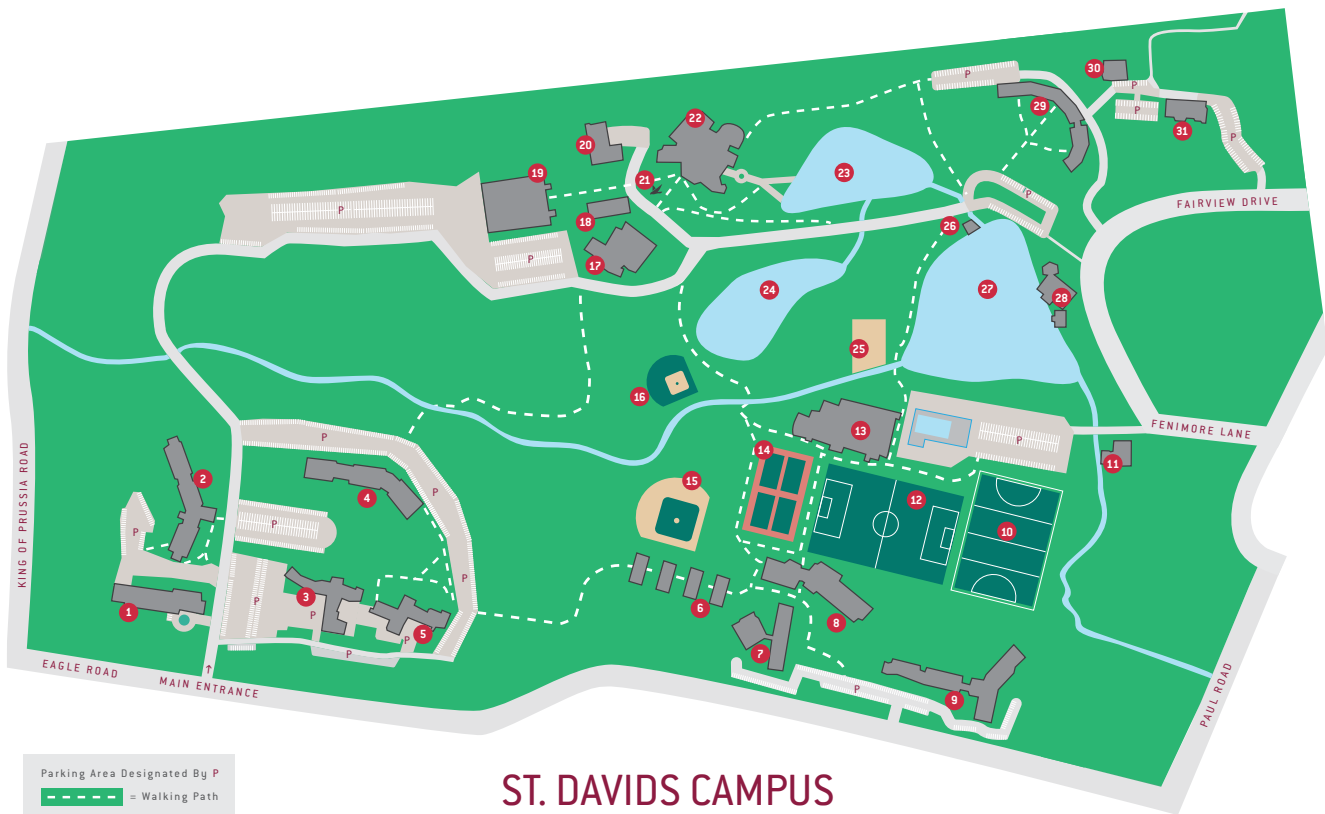
From Northern PA and New York, Take I-81 South to the Northeast Extension (I-476 South) Follow directions “From 476.”

From New York City and New England, Take I-95 South to the NJ Turnpike, continue south. Exit at I-276 West (Exit 359, PA Turnpike). Take Mid-County Exit, 476 South. Follow directions “From I-476.”

From Washington, D.C., Baltimore, MD and Points South, Take I-95 North into Pennsylvania to I-476 North. Follow I-476 North to Exit 13 (St. Davids/Villanova). Follow directions from I-476.

From the Train, get off at St. Davids and follow Chamounix Road to Fairview Drive.





ST. DAVIDS CAMPUS

1. **Eagle Learning Center**
Advising Office, Classrooms, Nursing Lab
2. **Eagle Residence Hall**
3. **Fowler Hall**
President's Office, Provost's Office, Registrar's Office, Templeton Honors College, Undergraduate Admissions Office
4. **Sparrowk Residence Hall**
5. **Workman Hall**
Music Department
6. **Gallup Residence Halls**
7. **Hainer Residence Hall**
8. **Gough Residence Hall**
Conference Room
9. **Kea and Guffin Residence Halls**
Breezeway Café
10. **Auxiliary Field**
11. **Gym Cottage**
Conferences and Special Events
12. **Olson Field**
13. **Gymnasium and Recreational Gymnasium**
Athletics Department, Athletic Training Center, Dance Studio, Fitness Center
14. **Tennis Courts**
15. **Baseball Field**
16. **Softball Field**
17. **Harold C. Howard Center/Warner Library**
Bookstore, Classrooms, Sociology/Criminal Justice, Missiology/Anthropology, Youth Ministry, Human Resources
18. **Janet Long Mall Cottage**
Assessment, Institutional Effectiveness, Institutional Research Office; Financial Aid Office; Student Accounts Office
19. **McInnis Learning Center**
Arts and Sciences Dean's Office, Administrative Computing, Auditorium, Biokentics Lab, Bradstreet Observatory, Classrooms and Science Laboratories, Computer Laboratory, Education Laboratory, Faculty Offices, Instructional Technology Center (I.T.S.C.), Media Services, Planetarium, User Services
20. **Andrews Hall**
Business, Chemistry, Communication Studies
21. **Eastern Eagle**
22. **Walton Hall**
Baird Library, Conference Rooms, Cushing Center for Counseling and Academic Support (CCAS), Dining Commons, Jammin' Java Coffee Shop, Mail and Copy Center, Office of Faith and Practice, Office of Talent and Career Development, Prayer Chapel, Security Office, Student Development Offices, Student Government Office
23. **Willow Lake**
24. **Lower Lake**
25. **Sand Volleyball Court**
26. **Historic Waterwheel**
27. **McGraw Lake**
28. **Gate House**
Department of Nursing
29. **Doane Residence Hall**
Student Health Center
30. **Adams Hall**
Campus Services/Plant Operations
31. **Ott Hall**
Alumni Relations, Business and Finance Office, Advancement Office, Security Office



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