



2011 ASSOCIATE'S AND BACHELOR'S DEGREE PROGRAMS



Campolo College of Graduate and Professional Studies

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2011 Associate's and Bachelor's Degree Programs

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EASTERN UNIVERSITY IS AN EQUAL OPPORTUNITY INSTITUTION

Eastern is committed to providing Equal Educational and Employment 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 sex, age, race, handicap, marital or parental status, color, or national or ethnic origin.

REGULATION CHANGE

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



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

MISSION STATEMENT

MISSION

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 a 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.

AN INTRODUCTION TO EASTERN

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 Associate of Arts, Bachelor of Arts, Bachelor of Science, Bachelor of Social Work and Bachelor of Science in Nursing.

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.

The Campolo College of Graduate and Professional Studies is comprised of iterations of college units established to offer undergraduate, graduate and professional studies to adult students. In 1989 the School of Professional Studies was established to offer degree completion programs to adults

students. Eastern's first graduate program, the Master of Business Administration, was launched in January 1982. The Graduate Education Department was granted approval by the Pennsylvania Department of Education in spring 1992 to offer a Master of Education in two major areas: Multicultural Education and School Health Services. Associate's, master's and doctoral degree programs gained approval in the following decades.

Today, Eastern University comprises Palmer Theological Seminary, the College of Arts and Sciences, the Templeton Honors College, the Campolo College of Graduate and Professional Studies, and Esperanza College. Eastern University enrolls over 4,000 students in domestic and international undergraduate, graduate, professional, and theological programs in a variety of delivery formats.

PURPOSES AND SPECIFIC OBJECTIVES OF EASTERN UNIVERSITY

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 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 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.

To these ends, the College of Graduate and Professional studies 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;

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 cocurricular 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.

ACCREDITATION AND MEMBERSHIPS

Eastern University is accredited by:

- Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
267.284.5000
- Commission on Accreditation of Allied Health Education Programs
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education
- Council on Social Work Education for the Baccalaureate Major in Social Work

- National Association of State Directors of Teacher Education and Certification
- National League for Nursing Accrediting Commission
- Pennsylvania Higher Education Nursing Schools Association
- Pennsylvania Association of Colleges and Universities and Council of Independent Colleges and Universities (CICU)

It is a member of the:

- American Association of University Women
- American Association of Colleges of Nursing
- Association of American Colleges
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education (of the American Association of Colleges of Nursing)
- Council for Christian Colleges and Universities
- College Entrance Examination Board
- Council of Independent Colleges
- Council for the Advancement and Support of Education
- International Assembly of Collegiate Business Education
- National League for Nursing

It is approved by the:

- American Dental Association
- American Medical Association
- Higher Education Department of the University of the State of New York
- Department of Homeland Security for non-immigrant students
- Pennsylvania Board of Law Examiners
- Pennsylvania Department of Education
- Pennsylvania State Board of Nursing
- The RN to BSN program is fully accredited by the Commission on Collegiate Nursing Education.

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

- Master's – Larger Programs

It is approved for Veterans' Education.

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, he or she shall forthwith withdraw from all connections with the University, and his or her failure to do so shall constitute grounds for immediate removal from such positions by the Trustees.

PROGRAMS AND COURSE DESCRIPTIONS

General Education at Eastern University

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. To accomplish this goal, the curriculum explores the liberal arts and sciences from a Christian perspective. General education shapes students who are proficient in essential, college-level skills and who are knowledgeable about the world, the humanities, the natural sciences, and the social sciences. Moreover, general education enables students 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 proclaim the whole gospel to the whole world. 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, humanity, and creation.

Toward these ends, Eastern University is committed to developing a common approach to general education for all students in the Associate of Arts and baccalaureate programs.

General Education Goals for Undergraduate Students within the Campolo College of Graduate and Professional Studies:

College Level Proficiency in Essential Skills-

- a. Technological skill - able to appropriately use existing and emerging technology tools for communication, productivity, and research.
- b. Written communication skill - able to write in a coherent and persuasive manner using the standard practices of American English.
- c. Oral communication skill - able to communicate orally in clear and coherent language appropriate to purpose, occasion and audience.
- d. Critical reasoning and analysis - able to identify, classify, contextualize, evaluate, and create warranted claims.
- e. Scientific reasoning - able to make decisions and judgments by collecting and analyzing empirical data.
- f. Quantitative reasoning - able to correctly use numbers, symbols, measurements and the relationships of quantities to make decisions,

judgments, and predictions.

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

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 doctrines, traditions, and ways of life as well as reflect critically on one's own life in light of this understanding.

Knowledgeable about the Western Tradition - able to demonstrate knowledge and skills necessary to appreciate the historical, theological, and cultural contexts of Western civilization based on direct engagement with representative texts of the Western intellectual tradition.

Knowledgeable about Non-Western Tradition - able to demonstrate knowledge and skills necessary to appreciate and to interact productively amid the cultural diversity that characterizes God's world based on sustained, direct engagement with one or more cultures beyond the Western European mainstream.

Aesthetically Informed - able to demonstrate knowledge of the arts as creative and transformative expressions of individuals and cultures through study grounded in combinations of history, literature, theory, and/or practice of the arts.

Knowledgeable within the Natural Sciences - able to demonstrate knowledge of scientific reasoning, quantitative reasoning, and laboratory methodologies as students explore the workings of God's world.

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

Knowledgeable in Doing Justice - able to utilize biblical, theological, and philosophical resources to evaluate specific social justice issues, particularly in North America, and to identify appropriate personal and structural responses.

General Education Courses

BIB 100 BIBLICAL LITERATURE IN CONTEMPORARY CONTEXT 3

This course will introduce the student to the entire biblical story of the people of God. The main components of the program will be: the Creation Theology (discussing the meaning of Genesis and the Wisdom literature), the Covenantal People (featuring Exodus and the Sinai events), Prophetic Theology (analyzing the socio-political significance of the prophets), the message of Jesus (discussing the Gospels and the developing church), the theology of Paul and the developing Christian tradition (thinking through Paul and the other New Testament documents which conclude the biblical story).

BIO 103 EARTHKEEPING 4

Basic concepts of ecology are presented in sufficient detail to allow an examination of our environmental problems within an ecological worldview. There is an emphasis on developing stewardship lifestyles. Laboratory course.

COM 201 INTERPERSONAL AND GROUP COMMUNICATION 3

Human beings interact on many different levels with others, often within the context of a group setting. This course discusses what it means to be a member of a group, what norms or rules of conduct will enhance the cooperation of a group, and how we can each develop skills for effective communication and interaction in groups.

CSC 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.

ENG 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, 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.

ENG 220 STUDIES IN THE NOVEL AND SHORT FICTION 3

A study of the elements of fiction in short story and novel form, selecting contemporary authors who focus on justice issues and multicultural experience. NOTE: Some sections of this course may include consideration of representative texts from Western or American intellectual tradition. Students in these sections will be encouraged to identify the various contexts of American heritage and discuss the role of stories in personal and cultural identification and understanding.

FA 110 INTRODUCTION TO MUSIC 3

This course traces the evolution of musical style through history. It 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.

INST 161 HISTORY OF WESTERN THOUGHT AND CIVILIZATION 3

This course surveys 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 asks how modern Western civilization has incorporated the industrial, intellectual, scientific, and political revolutions of the 19th and 20th centuries. The class is organized around a core of readings in primary sources.

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.

OM 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.

SOC 105 CONTEMPORARY SOCIAL PROBLEMS 3

Selected social problems such as poverty, ethnic relations, the population explosion and pollution are examined. How sociological insights can inform Christian value judgments concerning social structural conditions will be emphasized.

THEO 210 FOUNDATIONS OF CHRISTIAN SPIRITUALITY 3

This course studies the six major Christian traditions of spirituality: Contemplative, Holiness, Charismatic, Social Justice, Evangelical, and Incarnational. Key biblical texts and selected classical writings of the church fathers and mothers will be analyzed and discussed, for the purpose of identifying the variety of ways and means for spiritual formation. Students will be encouraged to practice many of the disciplines and report on their experiences.

The Associate of Arts in Liberal Arts

The associate's degree program is designed to offer adult learners who are 21 years and older the opportunity to earn an associate's degree grounded in the liberal arts tradition. The program consists of 61 credits including elective courses in business and communication studies.

BIB 100 BIBLICAL LITERATURE IN CONTEMPORARY CONTEXT 3

This course will introduce the student to the entire biblical story of the people of God. The main components of the program will be: the Creation Theology (discussing the meaning of Genesis and the Wisdom literature), the Covenantal People (featuring Exodus and the Sinai events), Prophetic Theology (analyzing the socio-political significance of the prophets), the message of Jesus (discussing the Gospels and the developing church), the theology of Paul and the developing Christian tradition (thinking through Paul and the other New Testament documents which conclude the biblical story).

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FA 110 INTRODUCTION TO MUSIC 3

This course traces the evolution of musical style through history. It 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.

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.

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 161 HISTORY OF WESTERN THOUGHT AND CIVILIZATION 3

This course surveys 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 asks how modern Western civilization has incorporated the industrial, intellectual, scientific, and political revolutions of the 19th and 20th centuries. The class is organized around a core of readings in primary sources.

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ELECTIVE COURSES

BUS 104 BUSINESS COMMUNICATIONS 3

This course focuses on the concepts, skills and knowledge necessary for effective business communication. Written, oral, and interpersonal communication skills will be emphasized.

BUS 110 ACCOUNTING FUNDAMENTALS 3

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.

BUS 120 MACROECONOMICS 3

This course introduces the principles of aggregate economics, including total output, total spending and total employment, and why they change over time. The course also introduces the banking system, fiscal and monetary policies, and a framework necessary to understand public policy issues.

BUS 220 BUSINESS STATISTICS 3

This course introduces students to statistical techniques used in business. Topics include probability, measures of central tendency and dispersion, distributions, sampling and estimation, hypothesis testing, correlation, and regression.

COM 200 BUSINESS PRESENTATION SKILLS 3

Regardless of your profession, communication skills are crucial to success. This course is designed to teach the basics of business presentation skills and to enhance skills already obtained. The preparation, organization, and delivery of speeches are studied. Tools such as the Internet, which will enhance the quality of presentations, are discussed and used. Additionally, some of the relevant and practical theories in communication are examined.

COM 201 INTERPERSONAL AND GROUP COMMUNICATION 3

Human beings interact on many different levels with others, often within the context of a group setting. This course discusses what it means to be a member of a group, what norms or rules of conduct will enhance the cooperation of a group, and how we can each develop skills for effective communication and interaction in groups.

COM 210 CREATIVE PROBLEM RESOLUTION 3

Problems can be considered threats or opportunities. This course encourages students to think outside of the box, take risks, and arrive at not-so-ordinary solutions to workplace problems and challenges. Through a series of exercises, students experience the complete problem-solving process. Both individual and group problem solving are addressed.

ENG 105 BUSINESS WRITING 3

This class lessens students' fears and boosts self-confidence in writing. The course provides specific strategies for generating thoughts, organizing material, develop-

ing reader-centered writing, and editing for common errors (spelling, grammar, punctuation, wordiness) for effective and professional results. Reading, discussions, peer workshops, and writing exercises give students a varied approach to producing memos, letters, reports, and proposals.

The Associate of Arts in Liberal Arts with a concentration in Addiction Studies (in partnership with Gaudenzia, Inc.)

The associate's degree program is designed to offer adult learners who are 21 years and older the opportunity to earn an associate's degree in an accelerated format. The program consists of 61 credits including concentration courses in addiction studies.

ADST 110 TOPICS IN BIOCHEMISTRY WITH LAB 4

The course will provide the student with an overview of alcohol and other drugs (AOD) as diseases. The student will gain an understanding of the major drugs of abuse and their biological, psychological social effects on individuals. Special emphasis will be placed on the pharmacology of commonly used and abused drugs. The student will be required to fulfill a laboratory requirement which can be completed via laboratory visits, analysis of protease inhibitors, analysis of liver enzymes/diseases, chemistry analysis of drugs/alcohol.

ADST 120 INTAKE, ASSESSMENT, SCREENING, AND RECORD KEEPING 3

Documentation skills are of prime importance in the field of chemical dependency counseling. This course will review the intake, assessment and evaluation of the chemically dependent client and the interviewing skills that facilitate this process. Cultural implications will be identified and explored. The student will examine the written record and the skills necessary for record keeping and developing the initial treatment plan. Standards by which agencies are reviewed for compliance will be examined.

ADST 140 CULTURAL PERSPECTIVES ON ADDICTION AND RECOVERY 3

This course studies recovery from the standard of culture, particularly with respect to how diverse cultural expectations, norms, and practices contribute to patterns of addiction and recovery, with particular attention to assisting the student in cross-cultural understanding.

ADST 205 THE CRIMINAL JUSTICE SYSTEM AND THE SUBSTANCE ABUSER/ADDICT: TRENDS 3

Understanding the issues and needs of addicted clients involved in the criminal justice system takes unique knowledge, techniques and skills. This course will provide an in-depth exploration of how crime and chemical dependency contribute to the increasing problems of prison over crowding, recidivism and the use of drug and alcohol treatment programs as alternatives to incarceration. Effective treatment strategies that address the needs for the criminal offender who is chemically

dependent will be identified and explored. Ethics in terms of counselor boundaries and the professional code of conduct involved in working with this population will be presented.

ADST 210 THE ROLE OF FAITH AND SPIRITUALITY IN THE WORKPLACE 3

This course will examine a spiritual interpretation of relationships in human services and in organizational life. The topic of "what-it-is" that the recovering individual and/or human services worker experiences in the work environment will be the central theme. Spirituality will be focused via the concepts of trust, self-communications, and belonging. The application of support groups will be included in the discussions.

ADST 220 CO-OCCURRING DISORDERS IN THE ADDICTION FIELD AND RECOVERY 3

This course will provide a comprehensive overview of current theories, models and principles pertinent to the identification, description and delineation of a major mental disorder. The focus of this course is to provide a knowledge base that will enable the counselor/worker to become better observers of symptoms and behaviors that constitute the basis for diagnostic judgments. Treatment planning and the use of psychotropic medication within the clinical setting will be explored.

ADST 245 APPLICATION OF COUNSELING SKILLS 3

Through didactic and experiential exercises, the student will learn the basic philosophies, components and concepts of the Therapeutic Community as a method of treatment. Impact evaluations will be examined.

ADST 250 CRISIS INTERVENTION AND BRIEF INTERVENTION TECHNIQUES 3

This course will provide a comprehensive overview of specific crisis intervention techniques and strategies. The management of escalation and the techniques to address creating a safe environment will be identified. Referral resources and hospital admission procedures will be outlined. The student will explore the regulations on voluntary and involuntary hospitalizations as applied to chemical dependency, suicide ideations/attempts and co-occurring disorders. The history and principles of case management and the role of the case manager in the substance abuse treatment field will be discussed. Service and technical guidelines and standards for agency compliance are applied to the systems involved.

ADST 295 INTERNSHIP 3

The student will participate in a work experience within a chemical dependence or co-occurring treatment agency, criminal justice setting, or a prevention program provider agency. This placement prepares students to gain in-depth understanding through applying the theory from class within a treatment setting of their choice. Students may use their current agency for a placement.

BIB 100 BIBLICAL LITERATURE IN CONTEMPORARY CONTEXT 3

This course will introduce the student to the entire biblical story of the people of God. The main components of the program will be: the Creation Theology (discussing the meaning of Genesis and the Wisdom literature), the

Covenantal People (featuring Exodus and the Sinai events), Prophetic Theology (analyzing the socio-political significance of the prophets), the message of Jesus (discussing the Gospels and the developing church), the theology of Paul and the developing Christian tradition (thinking through Paul and the other New Testament documents which conclude the biblical story).

COM 201 INTERPERSONAL AND GROUP COMMUNICATION 3

Human beings interact on many different levels with others, often within the context of a group setting. This course discusses what it means to be a member of a group, what norms or rules of conduct will enhance the cooperation of a group, and how we can each develop skills for effective communication and interaction in groups.

CSC 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.

ENG 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, audience-centered writing, rhetorical patterns, correct writing and revising strategies.

ENG 220 STUDIES IN THE NOVEL AND SHORT FICTION 3

A study of the elements of fiction in short story and novel form, selecting contemporary authors who focus on justice issues and multicultural experience.

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.

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.

PHI 210 CHRISTIAN ETHICS, MEDICAL ISSUES 3

An introduction to the basic principles of medical ethics integrated with a practical exploration of famous cases and familiar issues such as abortion, stem cell research, organ transplants, living wills and health care reform.

PSY 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.

PSY 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.

PSY 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.

Bachelor of Arts with a major in Organizational Leadership

The purpose of this 39-credit major is to produce graduates who are informed by a Christian vision to transformational leadership, skilled in the essential disciplines of effective leadership, knowledgeable of how organizations function, and prepared to effect positive change both within and through those organizations. 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.

BUS 340 HUMAN RESOURCE MANAGEMENT 3

The course analyzes the problems, strategies, and procedures used to assess and manage human resources in organizations. Special attention is given to evaluation of abilities and performance; effective recruitment and selection; motivation techniques; and developing human resources.

INST 200 JUDEO CHRISTIAN PERSPECTIVES ON LEADERSHIP 3

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.

OL 320 RESEARCH IN ORGANIZATIONS 3

Qualitative and quantitative research methods are studied in order to assess needs, monitor performance and measure attitudes in organizations. Special attention is given to basic statistical computation, analysis, and interpretation for decision-making purposes.

OL 340 ETHICS OF THE LEADER 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.

OL 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.

OL 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.

OL 361 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.

OL 370 CROSS CULTURAL STUDIES 3

This course is designed to expand student awareness of and appreciation for individuals from other parts of the world. Through the use of case studies, internet research and experiential learning, students will be challenged by new ideas and information that will engender the cross cultural skills needed for a globally aware citizenry.

OL 390 TEAM PROCESS AND PERFORMANCE 3

The behavioral aspects of organizations are examined at the team level. Specific areas of concern such as motivation, decision-making, leadership, conflict resolution, and team learning are studied both theoretically and experientially.

OL 420 FINANCIAL DEVELOPMENT 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.

OL 440 STRATEGIC LEADERSHIP 3

Students study the concept of strategy along with how strategies are formulated, implemented, and continually evaluated in organizations. In addition, the course is designed to assist students in their quest to become more effective, strategic leaders as they integrate the knowledge and skills acquired in previous courses.

OL 450 LEADING CHANGE 3

The course examines major theories and models of planned change while preparing students to adopt a personal philosophy of organizational change that will guide the completion of the capstone project.

OL 485 CAPSTONE PROJECT 3

Students will demonstrate essential knowledge and skills learned in the major in an integrative assignment. Over the course of the major, students will work with an organization of their choosing to develop a comprehensive project management plan that is aligned with the strategic aspects of the organization's mission. As a significant component of the capstone project, students will also complete the Furnishing the Soul Inventory (FSI) at the beginning of the major and monitor their spiritual development in the context of the relationships they form while at Eastern University.

ELECTIVE COURSES

BUSA 240 STRATEGIC MARKETING FOR THE NON-PROFIT ORGANIZATIONS 3

Marketing has become an important management tool in nonprofit organizations. This course will give students the opportunity to analyze appropriate marketing models and trends and to apply them to nonprofits in which they work or to which they contribute. It is recognized that students will come to this course with different amounts of exposure to the subject matter. For some, this will be an introduction to marketing in general as well as a study of nonprofit marketing in particular. For others, this course complements the marketing course that is a required component of their degree program. Accordingly, BUSA240 will provide a general introduction to marketing; however, it will not duplicate the theories or specific assignments in other marketing courses in the Eastern University undergraduate catalog.

BUSA 303 CONSUMER BEHAVIOR 3

This 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.

BUSA 305 PRINCIPLES OF SALES MANAGEMENT 3

This course examines the principles underlying the sales process and practical application of these principles to selling institutions. Emphasis is on essential qualities, right mental attitudes and necessary emotional control, as well as good selling skills necessary to sell self, services and products.

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.

OMIS 200 TECHNOLOGICAL APPLICATIONS TO BUSINESS 3

The current and future state of hardware and software technology as it relates to the business environment is explored. The objective is to provide the learner with an exposure to technological innovations that aid in the management decision-making process. A further study of information support systems enhances organizational performance.

OMIS 300 INFORMATION AND BUSINESS PROCESS SYSTEMS 3

The practices and techniques needed for the management of information systems found in most businesses and organizations today is studied and applied. The flow of business through a basic operation, from order entry to shipping and payment, is observed. Ethical issues in relation to information use and systems management provide a focus and guide for planning and making managerial decisions in the business process. Statistics will be reviewed as an essential tool. Database manipulation and data warehousing are explored in relationship to an introduction to MIS planning, analysis, and business process flow. A study of information and support systems examines how information systems can enhance productivity in organizational performance.

OMIS 350 INFORMATION AND BUSINESS PROCESS SYSTEMS DESIGN 3

The theory and practices of the management of the information technology resources found in most businesses and organizations today is studied. As technology becomes more complex and information technology is seen as a competitive weapon, practitioners need to learn how to strategically develop and implement systems that bring competitive advantage to the organization. Topics highlighted include leadership, managing technology, managing and supporting users of essential technologies, system development, and support systems. Areas of emphasis include planning, analysis, and business process flow.

OMIS 450 MANAGEMENT OF IS/IT ORGANIZATIONS 3

Creative, effective approaches to planning and managing multi-platform information technology systems are explored. The objective is to provide the systems manager with the techniques to elicit the full support of the parent organization by assuring that system projects are consistent with the organizational mission and long-range plans, thus assuring that program designs meet the needs of the whole organization, the customers whom the organization plans serve, and the information technology personnel who utilize and/or maintain the systems.

Bachelor of Science with a major in Business Administration

The purpose of this 42-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.

BUS 300 MARKETING 3

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.

BUS 308 ACCOUNTING 3

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.

BUS 311 ETHICAL PRINCIPLES OF MANAGEMENT 3

This course introduces students to the relationship between business and society and integrates the major themes of this topic with principle concepts related to ethics and management. Students explore and relate their personal ethical values to the complex moral dilemmas faced by managers.

BUS 320 MICROECONOMICS 3

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.

BUS 321 OPERATIONS MANAGEMENT 3

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.

BUS 340 HUMAN RESOURCE MANAGEMENT 3

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.

BUS 350 BUSINESS LAW 3

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; and (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.

BUS 360 FINANCE 3

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.

BUS 361 RESEARCH METHODS I 3

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.

BUS 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.

BUS 390 ORGANIZATIONAL BEHAVIOR 3

The behavioral aspects of management are examined at the macro and micro levels. Specific areas of concern such as motivation, decision making, leadership and conflict resolution are studied both theoretically and experientially.

BUS 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 and related courses to prepare written and verbal analyses of the strategic management of various types of organizations.

BUS 485 ORGANIZATIONAL CHANGE PROPOSAL PRESENTATION 2

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.

ELECTIVE COURSES

See Elective Courses listed with the Bachelor of Arts with a major in Organizational Leadership on page 11.

Bachelor of Science with a major in Early Childhood Education

This accelerated cohort program is designed to offer qualified working adults the opportunity to complete a bachelor's degree in early childhood (66 credits). Students who complete all degree requirements, augmented core requirements, two college-level mathematics courses, one English composition course, one English literature course, 3.0 GPA, successful completion of PRAXIS I & II tests in their certification areas, and student teaching, will qualify for the Pennsylvania teaching certification.

BIB 100 BIBLICAL LITERATURE IN CONTEMPORARY CONTEXT 3

This course will introduce the student to the entire biblical story of the people of God. The main components of the program will be: the Creation Theology (discussing the meaning of Genesis and the Wisdom literature), the Covenantal People (featuring Exodus and the Sinai events), Prophetic Theology (analyzing the socio-political significance of the prophets), the message of Jesus (discussing the Gospels and the developing church), the theology of Paul and the developing Christian tradition (thinking through Paul and the other New Testament documents which conclude the biblical story).

EDU 200 FOUNDATIONS OF EDUCATION 3

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. Two hours of observation weekly in a school classroom are required for this course.

EDU 201 INTRODUCTION TO SPECIAL EDUCATION 3

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. Twenty hours of observation required.

EDU 205 THE DEVELOPING CHILD 3

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.

EDU 211 EDUCATIONAL PSYCHOLOGY 3

This course investigates psychological theories and research findings regarding development, learning and cognition, motivation, and social behavior. It also covers

techniques and practices in assessing student learning. The focus is on the practical relevance of this material for elementary and secondary education settings.

EDU 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.

EDU 250 FIELD EXPERIENCE 3

A full-time field experience in a school requiring a minimum of 90 hours as a teacher's aide in an early childhood setting.

EDU 301 EVALUATION AND ASSESSMENT OF CHILDREN IN INCLUSIVE CLASSROOMS 3

This course is intended for teachers who plan to be certified in Special Education and those who will be teaching in schools where special education students are included in the regular classroom (inclusive education). The course examines the assessment and evaluation processes for all students with special emphasis on the special education students. Historical, philosophical and legal considerations for special education assessment and evaluation are included.

EDU 306 SCIENCE AND HEALTH FOR CHILDREN 3

Content, methods and materials which relate to the teaching of science and health in the elementary school. Prerequisite: Minimum grade of C in a lab science course.

EDU 308 SOCIAL STUDIES AND ARTS FOR CHILDREN 3

This is a skills course which stresses creative ways to incorporate multi-cultural, multi-ethnic, and global issues into the teaching of social studies. Students prepare teaching units for classroom presentation using resources which facilitate group involvement in all the arts and content areas.

EDU 310 MATH FOR THE TEACHER OF CHILDREN 3

This is a hands-on course designed to incorporate basic mathematical concepts necessary for the teacher of children and the application of those concepts to teaching.

EDU 328 EARLY CHILDHOOD: PRINCIPLES AND PRACTICES 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.

EDU 329 EARLY CHILDHOOD: 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.

EDU 380 COMMUNICATION ARTS FOR CHILDREN 3

The content, methods and materials for teaching oral and written language skills. Listening, speaking, and creative and practical writing, as well as the related skills of spelling, handwriting, choral speaking, grammar and usage are stressed. A process approach to writing is practiced.

EDU 384 INCLUSIVE EDUCATION 3

This course examines the concept of Inclusion and what it means to both the special educator and the general educator. Students will learn to use effective teaching techniques for inclusion students in the general education classroom and examine the various ways special and regular educators can work effectively together.

EDU 400 LITERACY FOUNDATIONS FOR THE PRIMARY GRADES 3

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 assessment. The scope of the course covers a historical perspective, reading theory, 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) for a minimum of 10 hours during the semester.

EDU 401 LITERACY FOUNDATIONS FOR INTERMEDIATE GRADES 3

This course will focus on the reading and writing processes within the context of literature-based reading instruction across the curriculum for grades 3-6. Methods/Strategies/Materials for teaching the interrelated language arts will be stressed. Emphasis will be given to comprehension, spelling, vocabulary, grammar, handwriting, creative expression, varying reading rate according to purpose and difficulty 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 unit demonstrating alignment with state standards and will evaluate materials and literacy programs. Students will attend a professional meeting and/or become members of a professional education organization. Prerequisite: EDU 400

EDU 412 TEACHING ENGLISH AS A SECOND LANGUAGE 3

This course is appropriate for the classroom teacher who has non-English speaking students in the class. It provides an overview of the methodology for teaching English as a Second Language. It provides students a thorough understanding of the nature of teaching and learning ESL. Materials learned in EDU412 will enable

students to demonstrate knowledge and skills necessary to appreciate and to interact productively amid the cultural diversity that characterizes God's world.

EDU 417 MULTICULTURAL EDUCATION 3

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.

EDU 418 FAMILY AND COMMUNITY COLLABORATION 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.

POS 103 AMERICAN GOVERNMENT 3

This course surveys the founding principles of the American political system, the American political culture, and the decision-making processes and institutions of American government; and examines contending theories of American democracy.

The Bachelor of Science in Nursing (for Registered Nurses)

The courses in this 49-credit major are offered in an accelerated format. RNs strengthen leadership and interpersonal skills, as well as acquire computer literacy, ethical decision making, and communication skills. Students have the ability to select their own clinical practicum experiences. 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.

BIB 100 BIBLICAL LITERATURE IN CONTEMPORARY CONTEXT 3

This course will introduce the student to the entire biblical story of the people of God. The main components of the program will be: the Creation Theology (discussing

the meaning of Genesis and the Wisdom literature), the Covenantal People (featuring Exodus and the Sinai events), Prophetic Theology (analyzing the socio-political significance of the prophets), the message of Jesus (discussing the Gospels and the developing church), the theology of Paul and the developing Christian tradition (thinking through Paul and the other New Testament documents which conclude the biblical story).

ECON 330 HEALTH CARE ECONOMICS 3

Using the case study method, students examine and analyze real-life examples of issues facing the health care manager in the health care setting. The process of evaluation includes both economic and ethical analyses.

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; Man-Whitney U Test. 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.

NURS 210 HEALTH CARE ETHICS AND CHRISTIAN NURSING 3

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 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.

NURS 302 THEORETICAL FOUNDATIONS OF NURSING 3

An overview of the historical, political, conceptual and theoretical development of the profession of nursing,

within a context of the Christian tradition. Special attention is given to the scientific nature of the profession as well as the characteristics of its professional practitioners. (Pre- or corequisites: NURS 301, ENG 102)

NURS 303 PSYCHOSOCIAL-SPIRITUAL ASSESSMENT 3

This course focuses on psychosocial-spiritual assessment of individuals at all ages of the life span. Topics include culture/ethnicity, sexuality, stress, loss/grief, group process, communication, values, family theory, crisis theory, alternate health care modalities, and bioethical issues. (Pre- or corequisite: NURS 302)

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. (Pre- or corequisites: minimum grade of "C" in NURS 302, Anatomy and Physiology I, II)

NURS 306 HEALTH PROMOTION AND HEALTH EDUCATION IN NURSING PRACTICE 3

This course is designed to focus on the role of the practicing nurse in the promotion of health and the provision of health education. Students will explore the concepts of health promotion and disease prevention as the challenge of the 21st century. Students will also have the opportunity to discuss and apply teaching and learning theories. The central role of the nurse as a primary health educator will be explored. (Pre- or corequisites: NURS 301, NURS 302)

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. (Prerequisite: minimum grade of "C" in NURS 302)

NURS 404 NURSING RESEARCH 3

The research process is examined as systematic problem-solving for the improvement of health care. Emphasis is placed on analysis and evaluation of research findings for application to nursing practice. (RN to BSN recommended prerequisite: grade of "C" in statistics, prerequisite: minimum grade of "C" in NURS 302)

NURS 405 SENIOR SEMINAR/PRACTICUM 4

The seminar focuses on the process of leadership, teaching/ learning, and accountability and responsibility for scholarly pursuits. Topics addressed are student-selected areas of importance to the profession. 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 change project is required. Students share clinical experiences in the seminar setting. (2 hours/ week class, 40 hours per semester clinical practicum.) (Prerequisites: minimum grade of "C" in NURS 303, NURS 304, NURS 401; pre- or corequisite: NURS 404)

NURS 480 PEACE, POWER AND LEADERSHIP FOR PERSONAL AND GLOBAL HEALING 3

Throughout this course, the larger questions related to personal and global healing will be explored. The work of Florence Nightingale and Jesus serve as examples of spiritually grounded healing praxis and leadership. These perspectives also highlight the body-mind-spirit nature of persons. Shared personal experiences of illness derived from the literature will illuminate responses to both illness and health care providers. These insights guide us toward self-healing and the facilitation of healing in others. In addition, creative and purposeful strategies for leadership that enhance nurses' ability to do the work necessary to manifest healing environments that lead to a healthy world will be examined. Leadership and group process strategies, where there is a merging of power with openness, connectedness, and love, will be practiced throughout the course. This model can be used to facilitate strong and peaceful transformation of the world inside and around us.

OM 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.

The Bachelor of Science in Nursing (for Korean Nurses)

This 44-credit major provides Korean nurses with an educational experience designed to strengthen their professional nursing skills within the U.S. health care environment, as well as develop their proficiency in English, particularly in conversational skills with patients and other health care providers. In combination with transfer credit and nursing mobility, the Bachelor of Science in Nursing for registered nurses includes a total of 121 credits.

BIB 100 BIBLICAL LITERATURE IN CONTEMPORARY CONTEXT 3

This course will introduce the student to the entire biblical story of the people of God. The main components of the program will be: the Creation Theology (discussing the meaning of Genesis and the Wisdom literature), the

Covenantal People (featuring Exodus and the Sinai events), Prophetic Theology (analyzing the socio-political significance of the prophets), the message of Jesus (discussing the Gospels and the developing church), the theology of Paul and the developing Christian tradition (thinking through Paul and the other New Testament documents which conclude the biblical story).

ECON 330 HEALTH CARE ECONOMICS 3

Using the case study method, students examine and analyze real-life examples of issues facing the healthcare manager in the health care setting. The process of evaluation includes both economic and ethical analyses.

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; Man-Whitney U Test. 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.

NURS 210 HEALTH CARE ETHICS AND CHRISTIAN NURSING 3

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 behavior 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 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.

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 include 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 350 HEALTH PROMOTION, HEALTH EDUCATION, AND PHYSICAL ASSESSMENT 5

This course is focused on 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. (Prerequisite: NURS 320)

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.

NURS 403 HOLISTIC FAMILY/COMMUNITY NURSING PRACTICE 4

This course focuses on health care 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 service as advocates for health care consumers. (3 hours/week class, 40 or 96 hours clinical practicum.)

NURS 404 NURSING RESEARCH 3

The research process is examined as systematic problem-solving for the improvement of health care. Emphasis is placed on analysis and evaluation of research findings for application to nursing practice. (Recommended prerequisite: grade of "C" in statistics)

NURS 405 SENIOR SEMINAR/PRACTICUM 4

The seminar focuses on the process of leadership, teaching/learning, and accountability and responsibility for scholarly pursuits. Topics addressed are student-selected areas of importance to the profession. 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 change project is required. Students share clinical experiences in the seminar setting. (2 hours/week class, 40 hours per semester clinical practicum.) (Prerequisites: NURS 403; pre- or corequisite: NURS 404)

NURS 406 CRITICAL THINKING THROUGH THE NURSING PROCESS 1, 1, 1

Critical Thinking is designed to augment the registered nurses' existing critical thinking knowledge base. Because critical thinking skills are essential to the nursing process, and are enhanced with clinical scenarios and actual nursing activities, this course will take place

in the nursing laboratory. Emphasis will be placed on the expected actions of the professional nurse in response to patient care needs and collaboration with the health care team. This course will be interactive and it is the expectation that each nurse will exhibit the ability to problem solve, make appropriate decisions, think and act proactively, and evaluate courses of action, all within the context of the nursing process, and from a Christian worldview. This course will also include multicultural, ethical, and holistic practice issues across the lifespan. Taken in each of terms 2, 3 and 4 for a total of 3 credits.

NURS 480 PEACE, POWER AND LEADERSHIP FOR PERSONAL AND GLOBAL HEALING 3

Throughout this course, the larger questions related to personal and global healing will be explored. The work of Florence Nightingale and Jesus serve as examples of spiritually grounded healing praxis and leadership. These perspectives also highlight the body-mind-spirit nature of persons. Shared personal experiences of illness derived from the literature will illuminate responses to both illness and health care providers. These insights guide us toward self-healing and the facilitation of healing in others. In addition, creative and purposeful strategies for leadership that enhance nurses' ability to do the work necessary to manifest healing environments that lead to a healthy world will be examined. Leadership and group process strategies, where there is a merging of power with openness, connectedness, and love, will be practiced throughout the course. This model can be used to facilitate strong and peaceful transformation of the world inside and around us.

The 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.

BIB 100 BIBLICAL LITERATURE IN CONTEMPORARY CONTEXT 3

This course will introduce the student to the entire biblical story of the people of God. The main components of the program will be: the Creation Theology (discussing the meaning of Genesis and the Wisdom literature), the Covenantal People (featuring Exodus and the Sinai

events), Prophetic Theology (analyzing the socio-political significance of the prophets), the message of Jesus (discussing the Gospels and the developing church), the theology of Paul and the developing Christian tradition (thinking through Paul and the other New Testament documents which conclude the biblical story).

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.

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 include 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.

NURS 350 HEALTH PROMOTION, HEALTH EDUCATION, AND PHYSICAL ASSESSMENT 5

This course is focused on 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. (Prerequisites: NURS 310, NURS 320 and NURS 340)

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 (low acuity) acute care settings. 96 clinical hours. (Prerequisites: NURS 310, NURS 320 and NURS 340)

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. 96 clinical hours. (Prerequisites: NURS 350, NURS 360)

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 settings are provided. 96 clinical hours. (Prerequisites: NURS 350, NURS 360)

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. 96 clinical hours. (Prerequisites: NURS 350, NURS 360)

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.

NURS 403 HOLISTIC FAMILY/COMMUNITY NURSING PRACTICE 4
This course focuses on health care 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 service as advocates for health care consumers. (3 hours/week class, 40 or 96 hours clinical practicum.) A 2-credit portfolio option for the practicum is available for students who currently work in the community. Prerequisite: NURS 450)

NURS 404 NURSING RESEARCH 3
The research process is examined as systematic problem solving for the improvement of health care. Emphasis is placed on analysis and evaluation of research findings for application to nursing practice. (Prerequisites: NURS 320, statistics)

NURS 405 SENIOR SEMINAR/PRACTICUM 4
The seminar focuses on the process of leadership, teaching/ learning, and accountability and responsibility for scholarly pursuits. Topics addressed are student-selected areas of importance to the profession. 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 change project is required. Students share clinical experiences in the seminar setting. (2 hours/week class, 40 hours per semester clinical practicum.) (Prerequisites: NURS 403; pre- or corequisite: NURS 404)

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 com-

petence as provider/designer/coordinator/manager of care roles in critical care settings. 96 clinical hours. (Prerequisites: NURS 370, NURS 380, NURS 390)

NURS 450 PEDIATRIC NURSING 4
This course focuses on the role of the nurse as the provider of optimum care to the pediatric client 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 childhood dysfunctions. A holistic approach is utilized which encompasses family dynamics, developmental tasks, health beliefs, cultural, spiritual, educational and economic issues. Appropriate methods of client/family teaching, anticipatory guidance, nursing support and guidance are taught as well as demonstrated by the student. 96 clinical hours. (Prerequisites: NURS 370, NURS 380, NURS 390)

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. 96 clinical hours. (Prerequisites: NURS 403, NURS 440)

NURS 480 PEACE, POWER AND LEADERSHIP FOR PERSONAL AND GLOBAL HEALING 3
Throughout this course, the larger questions related to personal and global healing will be explored. The work of Florence Nightingale and Jesus serve as examples of spiritually grounded healing praxis and leadership. These perspectives also highlight the body-mind-spirit nature of persons. Shared personal experiences of illness derived from the literature will illuminate responses to both illness and health care providers. These insights guide us toward self-healing and the facilitation of healing in others. In addition, creative and purposeful strategies for leadership that enhance nurses' ability to do the work necessary to manifest healing environments that lead to a healthy world will be examined. Leadership and group process strategies, where there is a merging of power with openness, connectedness, and love, will be practiced throughout the course. This model can be used to facilitate strong and peaceful transformation of the world inside and around us.

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. (Replaces NURS 405 beginning spring 2011.)

STUDENT ACCOUNT INFORMATION

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

ADDITIONAL FINANCIAL REQUIREMENTS FOR INTERNATIONAL STUDENTS

International students will need to provide documentation for 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 are 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).

LATE PAYMENT FEE

If a student is registered in a timely manner, Eastern University will provide a bill through the student's CashNet portal on my.eastern.edu in advance of the payment date. A Late Payment Fee of \$110.00 may be assessed to any student account that is not clear at the start of the semester or academic session.

LATE REGISTRATION

An entering student must register no later than fourteen (14) days before classes begin. A returning student may register up to five (5) business days before classes begin. 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.

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. The Monthly Service Charge is added to accounts just prior to the mailing date of the Monthly Account Statements.

If you pay your bill on one of our multiple payment options *and* your payments are kept current, you will *not* be billed the Monthly Service Charge.

Payment Plans and Fees vary by program; information is available on Eastern's Web site, www.eastern.edu/centers/sfs.

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.

Modest annual increases in student charges should be anticipated to sustain and advance academic programming.

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. A "hold" does *not* preclude participation in graduation ceremonies.

GENERAL EXPENSE DEPOSIT (GED)

(SEMESTER-BASED PROGRAMS)

Full-time students are required to pay a deposit called the *General Expense Deposit* (the "GED"). Entering full-time students pay this deposit in their first semester. Current and returning students are assessed this fee automatically at the time of a change from part-time to full-time status. The deposit is held on account for the duration of the student's enrollment (or as long as the student maintains full-time status) at Eastern.

The Student Accounts Office will typically notify students of a GED credit balance within 60 days of the last day of the semester that they graduate or withdraw from the University. Students may elect to donate their GED to the University upon graduation.

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:

<i>Withdrawal during the regular semester:</i>	
<i>the first two weeks</i>	100%
<i>(Dropped from transcript)</i>	
<i>the third week</i>	50%
<i>after three weeks</i>	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:

<i>On or before the end of the first week</i>	
<i>of the course</i>	100%
<i>After the first week of the course</i>	0%
<i>(Withdraw – "W" grade assigned)</i>	

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.

Some programs include delivery of books. The student will be fully charged for the delivered books, as well as books/materials distributed for subsequent courses, even if not attended. The student must request to return the unused books to the Director of Student Services within 10 days of the drop/withdrawal notification to the Registrar's Office in order to receive a refund of these materials. The amount of the refund will be determined by the Director of Students Services based on the completeness and condition of the materials returned.

Any students who purchased a laptop computer as part of the Campolo College's laptop program must consult the contract for information about returns and refunds.

MONTHLY ACCOUNT STATEMENT

On or about the 15th of every month, an account statement will be generated. Eastern University and CashNet provide online billing and payment services. The Monthly Account Statement is a reflection of all financial transactions including late penalties and service charges posted to your account up to the date on which it is generated.

Please keep in mind that it often takes a week or more from the time the payment is mailed until it is reflected on your account.

Please Note: If the financial aid that you are anticipating is not reflected in your monthly statement, please contact the Student Aid Office directly at 610.341.5842.

MAILING POLICIES

The Student Accounts Office sends all billing, statement, and warning correspondence to the student's secure Eastern University e-mail address unless otherwise requested.

STUDENT FINANCIAL AID INFORMATION

Policies and procedures pertaining to federal, state and institutional student financial aid are located on the Student Aid Office Web page www.eastern.edu/fcenters/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 STAFFORD LOAN PROGRAM

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

INTERNATIONAL STUDENTS may apply for a Federal 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). These students may also apply for consideration for a Graduate Scholarship or Assistantship if they meet the other criteria on those applications.

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

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

Financial Aid satisfactory academic progress is comprised of three components: qualitative, quantitative, and maximum timeframe. Standards can be found on the Financial Aid Web site at www.eastern.edu/centers/finaid/.

WITHDRAWAL FROM ALL COURSES

A student who receives Title IV Federal Financial Aid and wishes to withdraw from ALL courses during an enrollment period must provide notification to the Office of the Registrar (610.341.5853 or registra@eastern.edu). The change of enrollment status processed by the Office of the Registrar will alert the Student Aid Office to review the student's record. Students participating in the Federal Stafford Loan Program must complete a Loan Exit Interview online at www.aessuccess.org (contact the Student Aid Office with questions) and/or a Perkins Loan Exit Interview online at www.ecsi.net (contact the Student Loan Officer with questions). If a student withdraws without notification, the last date of recorded class attendance or the mid-point of the semester will be used as the withdrawal date for financial aid reporting.

A student who is receiving any type of financial assistance and drops a class or withdraws from a class (or classes) should contact the Student Aid Office to learn how the change in enrollment status will affect financial aid eligibility. 610.341.5842

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 program and apply for readmission at a later date.

RETURN OF FEDERAL TITLE IV FUNDS

The Student Aid Office recalculates Federal Title IV financial aid for all students receiving Federal Title IV assistance who withdraw, drop out, are dismissed or take a leave of absence from all courses.

Recalculation is the determination of the percent of Federal Title IV aid that the student is eligible to receive. The calculation takes into consideration the amount of aid awarded, the length of the semester or combined academic sessions and the number of days the student attended prior to his/her removal from classes.

When Federal Title IV aid is returned, 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.

Federal Title IV aid includes Federal Grants as well as Federal Stafford Loans awarded. The withdrawal date is defined as the actual date that the student begins the withdrawal process or expresses the desire to withdraw from the University. The withdrawal date will be the student's last date of recorded attendance or the midpoint of the semester for a student who leaves without notifying the University.

ACADEMIC POLICIES AND PROCEDURES

ADMISSIONS POLICIES

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

- 21 years of age or older
- High school graduate
- Demonstrated success in college-level learning if previously enrolled in another college or university as demonstrated by a minimum overall grade-point average of 2.0.
(The specific undergraduate program may require a higher standard to comply with professional requirements.)
- Satisfactory interviews, essays, letter of recommendation and other information required by the specific undergraduate program
- Compliance with online learning expectations as demonstrated by the signed disclosure statement

For Graduates of educational systems outside the United States whose language of instruction was not English:

- Minimum Test of English as a Second Language (TOEFL) score of 79 (Internet-based) or 213 (computer-based) or minimum International English Language Testing System (IELTS) score of 6.5

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.

INSTRUCTIONAL DELIVERY OF ACCELERATED COURSES

Courses consist of at least 14 hours of instructional time for each credit awarded. Each undergraduate accelerated course is six 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.

STUDENT CLASSIFICATIONS AND DEFINITIONS

Guest student - A guest may register for one or more undergraduate adult intensive courses for personal enrichment or to later qualify for admission as a degree student.

Degree Student - A degree student is one who plans to pursue a degree and who has been formally admitted for advanced studies in a particular program.

Enrolled Student - A student is enrolled as of the first date of the semester, term or academic session if all admissions requirements have been met, a registration is properly submitted, and payment arrangements have been approved by the Student Accounts Office. The University reserves the right to cancel a student's registration if admission or payment processes are not complete by the end of the full refund period.

Matriculated Student - An enrolled student becomes matriculated when accepted into a degree program.

Provisional Student - Provisional admission is a temporary classification in which an applicant may remain for a period of **one semester or term**. If the deficiencies that caused the provisional admission are not corrected by the end of the period, the student may be dropped from the program. Note: Financial Aid is not available.

Undergraduate Student - An undergraduate student is one who has not obtained a bachelor's degree.

Second Degree Student — A second degree student is one who has earned a bachelor's degree and seeks another bachelor's degree in a different program of study.

Full-time/Part-time Student — Undergraduate students are full-time when enrolled for at least 12 credits in a regular semester or full term; they are considered half-time when enrolled for at least six credits. (The 12-week academic sessions require at least six credits for full-time status and special rules apply for financial aid eligibility.)

International Student — An international student is an F-1 visa holder. F-1 students must be enrolled full-time.

ACADEMIC CALENDARS

Dates of course offerings and periods of enrollment are determined by the academic calendars approved by the faculty. *Course blocks* are designated by beginning and ending dates of the 6-week accelerated course periods in the first or second half of *academic sessions*. *Academic sessions and semesters* are designated by calendar names, such as "October to January" or "Fall," and a calendar year to identify standard periods in which courses are offered in accelerated or traditional formats. Academic sessions are 12 weeks and semesters are traditionally 15 weeks in length.

Student enrollment is reported according to the official beginning and ending dates of the academic session or semester, not according to individual course dates. A student's degree date and eligibility to participate in commencement exercises is based on the last date of the final academic session, term, or semester, even if course work is completed prior to that date.

MAXIMUM COURSE LOAD

Undergraduate students are limited to the course load and credit hours specified for the academic session or semester in the program of study. Associate of Arts students are not permitted to enroll in overload credits in the first six academic sessions. Overload credits in bachelor's degree programs are not recommended and must be approved by the Department Chair/Program Director. Overloads are limited to one additional course in the academic session.

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 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. Course work from non-accredited institutions will not be given credit.

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/academic/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.

CREDIT BY EXAMINATION AND VALIDATED COLLEGE LEVEL LEARNING

Eastern University will accept a maximum of 60 semester credit hours from any combination of Advanced Placement (AP), College Level Examination Program (CLEP), DSST, Excelsior College Examinations, and validated college-level learning, including American Council on Education (ACE) recommended credit for military and non-collegiate training programs and licensures. Eastern accepts ACE-recommended minimum passing scores and credit values for AP, CLEP, DSST and Excelsior and serves as a CLEP testing center.

CHANGE OF MAJOR AFTER ADMISSION

Approval to change the major must be granted 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.

CLASS ATTENDANCE

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.

INACTIVE STATUS AND READMISSION

A student who withdrew may apply for readmission through the Registrar's Office. The program director must approve the Application for Readmission before a new registration will be accepted.

TIME TO COMPLETE UNDERGRADUATE DEGREE PROGRAMS

In the non-traditional bachelor's program, the maximum time frame for completing degree requirements is seven and a half (7 1/2) years.

ACADEMIC ADVISING AND STUDENT RESPONSIBILITY

Students are responsible for all courses for which they are registered, except for courses they officially dropped by written notification to the Registrar. Advisors, program directors and the Registrar's representatives make every effort to assist students in satisfying course requirements in the desired time period, but it is ultimately the student's responsibility to meet all academic and financial requirements for the program of study.

DROPPING/WITHDRAWING FROM A COURSE

- 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 written notification to the Office of the Registrar. (See Refund Policy.)
- 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 Student 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: A 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.

DIRECTED STUDY

Some departments offer a directed study course for students with demonstrated ability and special interests. This course is appropriate when a student has a specialized and compelling academic interest that cannot be pursued within the framework of the regular curriculum or a regular course. Students need to have earned a minimum of 6 credits before attempting directed study.

INDIVIDUALIZED INSTRUCTION

Individualized Instruction is the teaching of a regular catalog course to a single student. Individualized instruction is offered only when the University has failed to offer a course according to schedule or with sufficient frequency AND it is needed by a student for a critical reason (e.g., impending graduation or job). Both criteria must be met. Severe course conflicts and other student or faculty emergencies may be approved by the appropriate dean on a case-by-case basis as reasons for individualized instruction if no appropriate substitute course can be found.

COURSE REPEAT POLICY

- 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.

GRADING SYSTEM

Following are the grades and the quality points assigned to each.

Grades	Grade points per semester hour
A+, A, A-	Excellent 4.0, 4.0, 3.7
B+, B, B-	Good 3.3, 3.0, 2.7
C+, C, C-	Fair 2.3, 2.0, 1.7
D+, D, D-	Low Passing 1.3, 1.0, 0.7
F	No Credit/Fail 0
I	Incomplete 0
P	Pass
W	Withdrawn
WF	Withdrawn Failing

GRADE PENALTY FOR ACADEMIC DISHONESTY

When 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 choose one of the following penalties according to his/her assessment of the severity of the infraction and any extenuating circumstances:

1. Assign a grade of F or "zero" on the paper, project, or examination but allow re-submission, resulting in a maximum grade of C.
2. Assign a grade of F or "zero" on the paper, project, or examination without the opportunity for re-submission.
3. Assign a grade of F in the course.

In all cases the instructor will forward, in writing, evidence of the academic dishonesty and the academic penalty to the Faculty Representative to Administration.

GPA GRADE-POINT AVERAGE CALCULATION

The total quality points divided by the total credit hours which the student has attempted yields the grade-point average.

INCOMPLETE

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. The incomplete is recorded by the Registrar 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/academics/registrar/index.html, 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.

GRADE CHANGE POLICY

A grade awarded other than an "I" is final. Final grades will be changed when a clerical or computational error has been determined. If the student believes there is an error, the student must report the alleged error in writing to the professor as soon as possible. If a grade change is warranted, the instructor must submit a change of grade request to the Registrar.

GRADE/ EVALUATION ACTION APPEALS POLICY

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 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 here. 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 within four weeks of the beginning of the following semester⁴.

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/eval-

uative 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 Form².

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.

Go to www.eastern.edu/academic/registrar to download the Grade/Evaluative Action Appeals Form.

FINAL GRADE REPORTS

At the end of each semester or other session, students may access their academic records on www.eastern.edu, E-net Student Services or myeastern.edu.

SATISFACTORY ACADEMIC PROGRESS

Undergraduate students must achieve a minimum 2.0 cumulative grade-point average (GPA) once 55 credits are earned. 2.0 is the minimum grade-point average required for graduation.

Satisfactory academic progress toward graduation is measured by the student's grade-point average relative to cumulative semester credit hours earned (including transfer credits):

- 1.75 GPA meets the minimum standard for less than 25 credits
- 1.85 GPA meets the minimum standard from 25 to 41.99 credits
- 1.95 GPA meets the minimum standard from 42 and 54.99 credits
- 2.00 GPA is required for 55 or more credits

Specific programs may enforce additional policies based on external accreditation and professional standards for satisfactory academic progress.

ACADEMIC PROBATION

Students who fail to achieve the required grade-point average for their level of credits are placed on academic probation. The Registrar will record the probation at the end of the academic session and students have 180 days in which to return to good academic standing.

DISMISSAL

Students may be dismissed for failure to maintain the required cumulative grade-point averages and for ethical misconduct. There is no provision for re-admission following dismissal for ethical or academic reasons once the appeal process has been exhausted.

The Dean makes dismissal decisions when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation.

Students receiving one or more failing grades in a session or semester will have their cases reviewed. The dean has the option to require immediate withdrawal regardless of prior academic performance when there is little or no likelihood of success following two or more failing grades.

Also, a violation of integrity and honesty is a serious offense, considered sufficient basis to terminate enrollment.

APPEAL OF DISMISSAL

A student may appeal a dismissal decision to the CCGPS Academic Appeals Subcommittee (convened for such appeals, as needed) by submitting an Academic Dismissal Appeal letter. 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.

Appeal letters must be received within two weeks of receipt of notification of dismissal. Letters should be sent to the University Registrar, who will forward them to the chairperson of the Academic Appeals Subcommittee. The decision of the Subcommittee following the appeal will be final.

GRADUATION

Students must provide written notification to the Office of the Registrar of their intention to graduate at least six months in advance of the anticipated graduation date.

In order to graduate, a student must fulfill all requirements for the intended degree, including total semester credits (61 for associate's degrees and 121 for bachelor's degrees); residency requirement (last 32 credits at Eastern); general education core curriculum; major curriculum; and 2.0 cumulative grade-point average.

Degrees are awarded to qualified graduates on January 31, March 31, May 31, August 31, October 31 and December 31 each year. Diplomas are normally distributed by U.S. mail within 60 days following the degree date except when graduates have unpaid bills or other obligations.

Commencement ceremonies are held each May and December to recognize students who completed degree requirements in the six month period since the last ceremony. Participation in the designated Commencement ceremony is voluntary although the cost of participation is factored into student charges.

Students whose Degree Award or Candidacy date is January 31, March 31 and May 31 participate in the May Commencement Ceremony (date announced in the annual calendar). Students with Degree Award or Candidacy dates of August 31, October 31 and December 31 participate in the December Commencement ceremony (date announced in the annual calendar). *Participation in the ceremony celebrating the student's graduation is encouraged, but optional. A student may not elect to participate in a ceremony for which he/she is not eligible.*

GRADUATION HONORS FOR BACHELOR'S DEGREES

In order to recognize the superior scholastic achievement of a student during his/her academic course, the University awards bachelor's degrees with honors. Transfer students are eligible for these honors if they have completed at least 60 semester hours of Eastern University credit.

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

With Distinction is the designation for graduating students with cumulative grade-point averages of 3.8 or better and 39-59 credits earned at Eastern University.

STUDENT CONDUCT POLICIES AND PROCEDURES

BEHAVIORAL EXPECTATIONS AND STANDARDS

Behavioral expectations serve the aims and purposes of Eastern University as a Christian university and are in the best interests of students, faculty, and staff alike.

1. Academic honesty and integrity
2. Respect and equal treatment for all individuals
3. Tolerance for diversity and differences of opinion
4. Preservation of an uninterrupted, professional, and positive learning environment
5. Professionalism in interactions and attire
6. Conduct conducive to maintaining a genuine Christian environment where personal and spiritual growth is encouraged

Students should expect to be held responsible for violations of behavioral standards. Such violations include, but are not limited to:

1. All forms of dishonesty including but not limited to: cheating, plagiarism, theft, furnishing false information, and altering documents with the intent to defraud.
2. The use, sale, distribution, and/or possession of all illegal drugs on or off campus.
3. The use of racial or ethnocentric invectives, epithets, slurs, utterances, or physical acts or threats (written or spoken) used to attack or injure another individual rather than express an idea, ideology, or philosophy. Racial and ethnic intimidation and harassment is illegal in the state of Pennsylvania. Students are encouraged to report incidents relating to racial and ethnic intimidation and harassment to the local police and to the Dean of Students. The University will cooperate fully with the police in these matters.
4. Smoking in the classroom or in other "non-smoking" areas of the classroom or office facilities.
5. Possession or use of alcoholic beverages within an approved Eastern University site or attending a class "under the influence" of alcohol.
6. Possession or use of firearms or weapons (including air rifles, air pistols, knives, potato guns and blowguns), ammunition or explosives (fireworks) in or upon University-owned, supervised (leased/rented/contracted), or adjacent property.
7. The disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other university activities.
8. Physical assault, abuse, threats, and verbal or written intimidation of any person.
9. Theft from or damage to University premises or

damage to property of a member of the University community.

10. Violations of law on or off University premises.
11. Failure to comply with directions of University officials acting in performance of their duties.
12. Retaliation, intimidation, or coercion directed against any member of the community, anyone who intends to register a complaint, or anyone who has done so.
13. Use of cellular phones and pagers in the classroom or during any academic presentation.

ACADEMIC DISHONESTY

The student is responsible to become familiar with acceptable standards for research and documentation and to abide by them. Academic dishonesty includes but is not limited to:

1. Plagiarism or presenting words, pictures, ideas, or artwork, that are not your own, as if they were your own, in spoken, written, or visual form.
2. Submitting a paper written by another student or another person as if it were your own.
3. Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
4. Fabricating evidence or statistics that supposedly represent your original research.
5. Cheating of any sort on tests, papers, projects, reports, and so forth.
6. Falsification of any materials submitted for admission or grading purposes.

Each faculty member is required to send a record, together with all evidence of all cases of academic dishonesty, to the Academic Dean, who will forward the information to the Dean of Students. (See the Grading section under Academic Policy and Procedure for penalties associated with academic dishonesty.)

ACCOUNTABILITY

The principle of accountability is basic to providing a climate in which students are encouraged to take responsibility for their actions. Students who violate University expectations and standards are held accountable for their behavior. Students can expect to be confronted, counseled, advised, and, when warranted, disciplined. As a Christian university, Eastern University reserves the right to dismiss, at any time, a student whose conduct is inconsistent with the aims and objectives of a Christian educational community. Eastern seeks to provide a climate of trust and trustworthiness and therefore is committed to a process that will ensure essential fairness for its students. Practices in disciplinary cases may vary in formality with the gravity of the offense and the sanctions that are applied. The disciplinary authority of the University is vested in the President, in the Deans, and in various disciplinary bodies of the University. The Judiciary Board and all other disciplinary bodies are recommending bodies to the University administration.

STUDENT RIGHTS

These standards represent the minimal procedural protection to be accorded to students charged with most disciplinary violations:

1. To know the nature of the charges.

2. To arrange for counsel of his/her academic advisor or other faculty member of his/her choice, throughout the proceedings.
3. To receive a reasonable time to prepare for a hearing.
4. To remain silent when his/her response might be self-incriminating.
5. To receive the decision in writing.
6. To appeal the decision.

According to court decisions, universities are not expected to develop regulations that are written with the scope or precision of a criminal code. Rare occasions may arise when conduct is so inherently and patently dangerous to the individual or to others that extraordinary action not specifically authorized in this policy may be taken.

INITIAL INFORMATION

1. Any member of the Eastern community may report information regarding an alleged incident of misconduct to any member of the Student Services staff.
2. The identity of the informant shall remain confidential insofar as possible.
3. When an incident occurs, it is the responsibility of the Dean of Students to determine whether to:
 - Dismiss the matter without disciplinary action; or
 - Invoke disciplinary sanctions in those instances wherein the best interest of the individual and the community are best served by private proceedings; or
 - Refer the matter to the Judiciary Board for review and recommendation.

INVESTIGATION

1. The Dean of Students shall assume responsibility for the preliminary investigation of the alleged incident.
2. The matter shall be discussed with the accused.
3. All pertinent sources of information shall be consulted in order to determine the validity of the initial information.
4. The accused shall have the right to request the counsel of his/her academic advisor or a trusted University employee or faculty member during the investigation. This request is at the initiative of the accused.
5. The Dean of Students shall have the power to suspend a student in extraordinary circumstances pending final adjudication of any case.
6. The University is not obligated to defer disciplinary investigations, hearings or decisions awaiting the outcome of criminal charges pending in various courts, if applicable.

HEARING PROCEDURES

These procedures shall be in effect whether the matter is being considered by the Dean of Students or by the Judiciary Board.

1. The focus of inquiry in disciplinary proceedings is to determine whether the student has violated the University's policies and should therefore be held accountable. Formal rules of evidence shall not be applicable, nor shall deviations from prescribed procedures necessarily invalidate a decision or

proceedings, unless significant prejudice to the accused or the University may result.

2. The hearing shall be open only to those individuals having a direct, personal interest in the proceedings, at the discretion of the Dean of Students. Hearings are not open to lawyers engaged by the accused.
3. The accused must notify the Dean of Students prior to the scheduled time of the hearing if he or she cannot be present. Failure to appear at the scheduled time without prior notification may result in adjudication of the matter in the student's absence.
4. On occasions in which the incident of alleged misconduct involves more than one student, the Dean of Students or Judiciary Board reserves the right to consider the cases separately or jointly.
5. The Dean of Students or Judiciary Board shall raise questions pertinent to the alleged incident, to the attitude of the accused, and to his/her previous behavior.
6. All parties, including the accused, shall be excused from the hearing room when the questions are concluded.
7. A judgment will be made as to whether the student has violated University policy or published policy of the degree program. The disciplinary action, if any, shall be determined by the Dean of Students, or, if the matter is before the Judiciary Board, disciplinary action shall be recommended to the Dean of Students.
8. The decision shall be reported to the accused by the Dean of Students as soon as possible. The notification shall include information pertinent to the decision.
 - a. This may be done verbally when possible.
 - b. This will be reported in writing even if reported verbally.

Judiciary Board Members - The Judiciary Board is made up of voluntary faculty, staff, and students and is convened by the Dean of Students on a case-by-case basis as deemed necessary.

DISCIPLINARY SANCTIONS

The following sanctions are ones that may be involved when disciplinary action is taken:

1. Growth Initiative: A Growth Initiative is a policy that grants the possibility of immunity from punitive discipline if a student initiates an appointment with the Dean of Students and a request for help, prior to the knowledge of inappropriate behavior coming to the attention of University officials.
2. Censure: The action implies that the student's behavior was inappropriate and not to be condoned. Conditions of the censure may be given in writing to the student.
3. Disciplinary Probation: Such probation implies that the offense was of a more serious nature. The probation becomes part of the record on file with the Dean of Students Office. The length of the probationary period will be defined for each case. When on disciplinary probation, one may or may

not be eligible to participate in co-curricular activities in which the student would represent the University to individuals and groups outside of the University. Violations during the probationary period will usually result in a more punitive response.

4. Restitution: The offender is required to make reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages or fines. Restitution may be combined with another of the possible disciplinary sanctions.
5. Work Assignment: The requirement to perform certain duties as restitution for inappropriate behaviors and actions, or in some cases in lieu of fines.
6. Fines: Under certain circumstances, a monetary fine may be assessed. It will be posted to the student's account along with notation as to the nature of the fine.
7. Withdrawal: When a student's behavior and/or attitude seems inconsistent with University expectations, it may be determined that the student should withdraw to evaluate himself/herself and his/her relationship to Eastern.
8. Suspension from University-sponsored housing: There is no refund or release from financial responsibility.
9. Suspension from the University: Participation in the University as a student is suspended.
10. The suspension will normally be followed by a period of disciplinary probation. Students are subject to academic penalties for work missed as a result of disciplinary action. Faculty members are not obligated to permit make-up of missed assignments and examinations in such cases.
11. Expulsion: One's status as a student is terminated for an indefinite period with little, if any, likelihood of re-admission.

APPEALS

1. A person may appeal a disciplinary decision made within the Eastern community to the Vice President for Student Development, who shall be the final appeal authority.
2. A written appeal must be received within one week of notification of the previous decision.

An appeal should be based on perceived irregularities in the application of the policies and procedures outlined heretofore, which had the effect of rendering the disciplinary decision arbitrary or capricious, or based on new information which was not available at the time of the hearing.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES POLICY

Eastern University will make reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The purpose of accommodations is to provide equal access to educa-

tional opportunities to students with disabilities, and it is not intended that academic standards be lowered or essential elements of programs or courses be changed. Accommodations can include changes and modifications in the classroom, in assignments, and in the way tests are administered. Nonacademic accommodations can include changes and assistance to students relating to mobility and access to campus buildings.

Accommodations are granted on the basis of determined need and documentation of disabilities. In the event that disagreements arise between students and professors or administrators of the University over issues of accommodation, a due process procedure has been developed to settle such disagreements.

Procedure for Requesting Accommodations

1. Students requesting accommodations on the basis of disabilities must fill out a request form that is available from the Cushing Center for Counseling and Academic Support (CCAS) and the Student Development Office of Eastern University. If students require assistance in completing the form, they should request it from CCAS.
 - All requests for accommodations, both academic and nonacademic, should be submitted on the request form to the Director of CCAS.
 - If the requests involve nonacademic accommodations, the CCAS Director will notify the Dean of Students and send her/him a copy of the request form.
 - Students are encouraged to submit a request form in advance of the semester term they plan to attend Eastern so that the request can be considered and appropriate arrangements implemented when the student begins.
2. Documentation of disabilities should accompany the request form. Documentation should be a report by a professional qualified to evaluate disabilities in areas specific to the student. Documentations might include a psycho-educational evaluation by a psychologist or educational specialist, or a report from an orthopedist, neurologist, or other physician regarding physical disabilities. The documented evaluation must be recent to indicate the extent and severity of the student's disability and the extent of need for accommodations at the present time. This time frame will vary but is typically no longer than five years.
3. Students should make an appointment to meet with CCAS staff to discuss their specific requests and needs for accommodation. In response to the student's written request, a decision will be made within a reasonable period of time after submission of the form. In the interim, a plan addressing the student's needs will be put into action, if appropriate.
4. Students who have been granted academic accommodations for a particular semester are responsible to update their requests with CCAS each semester; this will not be done automatically. This typically involves providing a current list of their classes and reviewing with a CCAS staff

member whether the accommodations requested previously are still appropriate. An in-person interview may be required.

5. Students whose disabilities and needs for accommodations change after initial requests for accommodations have been implemented should resubmit a Request for Accommodations form stating the changes and additional or new requests for accommodations.
6. Essential components of courses or programs are listed in their respective descriptions in the Eastern University catalogs. These components will not be changed or eliminated, but modifications in the way the student meets these requirements will be made.
7. In implementing accommodations approved by the University, a letter from CCAS and/or the Dean of Students will be sent to the appropriate faculty member, administrator, or staff member. In addition, the student will be encouraged to arrange meetings with all involved faculty members to discuss the nature of his or her disability as well as specific needs for accommodations.

Procedures for Settling Disagreements Regarding Disability Accommodations

In the event of a disagreement between student and faculty or other agent of the University over an issue of accommodation, the following plans for settling disagreements will be used, affording the student due process:

1. The student should discuss his/her disagreement with the faculty member and try to resolve the disagreement.
2. If the problem is not resolved, the student should continue to reach resolution through the lines of academic authority at the University: 1) professor, 2) Assistant Director of Student Services, 3) Dean of CCGPS. Attempts should be made to settle the dispute at the lowest level of authority possible, and if agreement is not reached after a reasonable period of discussion and negotiation, appeal to the next highest level of authority. The student should keep CCAS informed at all levels of the dispute.
3. A Disability Accommodations Committee will assist in creating, reviewing, and revising policy regarding accommodations for students with disabilities. The committee will meet twice a year and convene at other times to assist in resolving disagreements with respect to accommodations for students with disabilities. The committee will be a faculty committee of the faculty senate and composed of three teaching members of the faculty who have interest and expertise in fields that would best serve the committee (e.g., special education, psychology, nursing, rehabilitation, etc.). In addition to the core members of the committee, other faculty members and experts could be invited to serve on the committee who have expertise in the particular issue of accommodation and will meet within 10 class days after receiving a written request to consider the issue of accommodations. The Committee will provide written decision within 10 class days after

its meeting. If, after its initial meeting, the committee decides that more information is needed (i.e. additional evaluation of the student), the time the committee has to provide a written decision may be extended another 10 class days. The decision rendered by the Disability Accommodations Committee will be the University's final decision.

SEXUAL HARASSMENT POLICY

Believing that members of our community have the right to work, study, and communicate with each other in an atmosphere free from unsolicited and unwelcome sexual advances, Eastern University does not condone and will not tolerate behavior, verbal or physical, which constitutes sexual harassment.

Definition

Sexual harassment is a form of discrimination in violation of Title VII of the Federal Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, the Pennsylvania Human Relations Act, and Eastern University policy. Unwelcome sexual advances, requests for sexual favors, inappropriate behavior of a sexual nature, and other written, verbal, or physical conduct of a sexually intimidating or offensive nature constitutes sexual harassment when:

1. Such conduct is pursued among persons who have not mutually consented (implicitly or explicitly, verbally or non-verbally) to such conduct;
2. Submission to such conduct is made, explicitly or implicitly, a term or a condition for employment, advancement, matriculation, or academic evaluation at Eastern University;
3. Submission to, or rejection of, such conduct is used as the basis for employment or academic decisions;
4. A pattern of singling out members of one sex for disproportionate attention with elements of emotional or physical pressure;
5. Such conduct has the purpose or effect of substantially interfering with an individual's employment or academic performance or creating an intimidating, hostile, or offensive residential, work, or academic environment. Sexual harassment is unwelcome and usually repeated behavior, but in some instances it can be an action that occurs only once.

Examples of sexually harassing conduct include, but are not limited to:

1. Repeated sexually suggestive looks, gestures, or questions;
2. Repeated, unwanted, and unacceptable remarks that stigmatize or ridicule on the basis of gender or sexual matters;
3. Persistent following, letters, or phone calls discussing sexual matters;
4. Display of offensive, sexually oriented visual materials (i.e., photos or posters) except for the purposes of instruction as appropriate to course objectives;
5. Cornering or leaning over, touching, pinching, or patting;
6. Pressure for sexual favors.

Dealing with Sexual Harassment

Eastern University strongly urges that each member of the community know their rights and responsibilities, cooperate with those who are designated to help resolve allegations of harassment, and report incidents of harassment, especially if she/he is a victim.

What to Do:

1. Say no to the offender. Respond immediately and directly to the offender, indicating that the behavior or remark is not acceptable. State without smiling or apologizing that you want the behavior to stop, and make it clear that you do not approve.
2. Do not ignore the problem. Experience shows that this only makes things worse.
3. If you are unsure that your experience was sexual harassment, discuss it with a trusted friend, colleague, or a member of the Student Services staff on an informal basis.
4. Keep a written record of the harassment. Include the date, time, place, and any other relevant circumstances. Record your response to the harassment as well. Keep all relevant correspondence that may be used as evidence of harassment, such as letters, notes, or memos.
5. Find out if someone witnessed the incident or your reaction immediately after the incident. That person may be a witness for you. Take names and phone numbers for future references.
6. If you feel that your academic or work evaluation will be affected by the harassment, ask for and collect copies of past evaluations or anything that would tell the quality of your work.

The Procedure for Reporting Sexual Assault

Members of the Eastern University community are encouraged to report information regarding an alleged incident of sexual harassment or assault to the Dean of Students.

Should the alleged victim choose to do so, she/he may choose a support person who may be a friend or may be a trusted staff or faculty member of the Eastern University community. The support person may accompany and advise the alleged victim in the investigation and in any informal or formal procedures which follow.

The following procedures apply when the alleged perpetrator is a student. If the alleged perpetrator is a staff or faculty member, the Faculty Representative to Administration will provide information about the procedure. To initiate an informal grievance, the victim of the alleged incident or her/his support person should inform the Dean of Students of her/his intent. The Dean of Students will seek to resolve the complaint informally in a manner satisfactory to both the complaining party and the accused party. If the complaint is not resolved to the satisfaction of both parties, the complaining party may elect to initiate a formal grievance. The victim of the alleged incident is not obliged to pursue an informal grievance before filing a formal grievance.

The victim of the alleged incident may initiate a formal grievance to the Dean of Students, after which the Dean of Students will notify the accused party of the incident. If evidence warrants it, a formal hearing will

be convened. The nature of the charges necessitate that the Judiciary Board be composed of the Dean of Students, at least one male faculty member, at least one female faculty member, at least one male student, and at least one female student. The fifth voting member will be of the same gender as the alleged victim. An effort will be made that the same members of the Board be present at every hearing for the particular case. Either the victim or the accused may request that a student member be included or excluded.

If the alleged perpetrator is a member of the faculty or staff, the Dean of Students will report the incident to the Dean to whom the alleged perpetrator reports. The provisions of the *Faculty and Staff Handbook*, available in the full official edition of the Sexual Harassment Policy, will pertain relative to hearing proceedings.

Confidentiality and External Charges

The University will maintain complete confidentiality regarding allegations. Only those directly involved in the alleged incident(s) and resulting investigation will have access to information concerning the case unless the alleged victim or accused chooses otherwise. The victim of criminal activity such as sexual harassment or assault is strongly encouraged to file formal charges with the local police. The victim will receive support from all members of the Student Services Office should the victim choose this option. The internal procedure will be implemented and disciplinary sanctions imposed without regard to the status of the external procedure.

Eastern University strictly prohibits any retaliation, intimidation, or coercion directed against any member of the community, anyone who intends to register a complaint, or who has done so. Any member of the community who, after appropriate investigation, has been determined to have retaliated against a complainant or one who expresses the intent to complain (or against any other party involved) will be subject to disciplinary action. If any member of the Eastern University community believes she/he has been retaliated against, that person should contact the Dean of Students.

INCLUSIVE LANGUAGE

Eastern University is committed to the belief that in Christ, and in the new order inaugurated in His life, death, and resurrection, there can be no room for inferior and superior categories of human beings, on the basis of gender, race, ethnic, or national origin (Galatians 3:28), physical health or ability, age, etc.

Within this conviction, Scripture teaches that male and female alike respond to the calling of God into the ministries of Christ, and that both male and female are gifted by God's Spirit for such ministries (Acts 2:16-18).

In light of the insight provided by contemporary scholarship into the ways language shapes as well as reflects culture, we have a particular responsibility to use language in ways that do not exclude members of that community, or distort the significance of contributions made by all persons to our historical and present day experience.

Therefore, the University expects all members of its community (as well as other persons who are invited to address various forums at Eastern functions):

1. To use inclusive language when speaking about or addressing human beings in written and oral communication. Faculty may return written work to students for rewriting in keeping with this expectation and should make them aware of oral communication habits which tend to be exclusive.
2. To exercise sensitivity in the selection of classroom materials and examples. It is desirable that all students feel included and recognized in academic discourse.
3. To exercise grace in ways which will allow persons to grow from traditional, habitual language patterns toward more inclusive ones.

CLASS PARTICIPATION

All "talk" does not constitute good class participation. Participation that contributes to a positive grade is characterized by the following:

1. Ties personal experiences to the concepts that are being studied, giving an orderly, brief version of the experience, with a point that is stated clearly.
2. Avoids repeating in a different form points made by others.
3. Shows evidence of having completed, understood, and applied to the readings.
4. Incorporates ideas shared by others and the instructor to create a "fuller picture" of the concept under review.
5. Poses real-life questions or challenges that spring from the discussion material and attempts to shape an "informed" conclusion.

COPIES OF COURSE ASSIGNMENTS

Students are responsible for retaining a copy(ies) of all materials submitted for grading. If a paper or project is misplaced or lost in transition, the student must provide a substitute copy upon request.

STUDENT SERVICES

ACADEMIC ADVISING

Each student is assigned an academic advisor by one's department or school. Depending on the nature of the program, the advisor may be able to assist the student with the following functions: changes of status, requests for Incompletes, petitions for exceptions to policy, grade appeals, graduation clearances, academic plans or programs of study, professional and career advising, and other matters that will contribute to the student's successful and timely completion of his or her chosen program.

STUDENT RESPONSIBILITY

It is the student's responsibility to be knowledgeable about academic policies, curricula and services of the University, as stated in this publication and posted to www.eastern.edu, particularly with regard to degree requirements. A student experiencing personal and/or academic difficulties should contact her/his program advisor at the earliest possible time to ensure appropriate interventions and remedies.

CAREER SERVICES

Career Services equips current students and alumni with the tools and skills needed to manage their careers

in constantly changing work environments. Services include résumé critique, mock interviews, networking tips, and job search strategies. Helpful online resources, such as articles on job market trends and current salaries, as well as a list of career fairs. Contact gpscarseerve@eastern.edu for more information.

CHAPLAINCY SERVICES

Opportunities for corporate worship, prayer, and counseling are facilitated by the University Chaplain, Dr. Joseph B. Modica (jmodica@eastern.edu/610.341.5826).

DATA AND IDENTITY SECURITY

Eastern has taken a layered approach to IT security. Physical access to enterprise systems is very limited and strictly controlled. Electronic access to those systems and data is dependent on who the user is, their specific relationship to the University, and what they need to know in order to function in that relationship. The IT infrastructure limits the kind of communication that can reach the systems and from where, both internally and externally. In addition to the University firewall, an intrusion detection system adds another layer of security. Other layers of security are being constantly evaluated.

Identity theft is more likely to happen in ways that are controllable by individual technology users. You can help to protect your own information by following these guidelines:

- Don't answer any e-mail that asks for personal information.
- Make online purchases only at established, reputable sites.
- Don't leave logins, passwords PINS and personal information easily accessible to others.
- If you store personal information like banking information on your CPU, laptop or in your PDA, be careful where you leave it and who has access to it.
- Shred personally identifiable records.

E-MAIL SERVICES

Eastern University issues a unique user name (login), password, and e-mail account to each enrolled student. The Eastern University e-mail account is the primary method of communicating with students about community events, important announcements, and last-minute changes such as class cancellations. Therefore, it is very important to check the EU e-mail account regularly and/or follow the online instructions to redirect EU e-mail to a primary e-mail account. For detailed instructions on Web mail, please go to www.eastern.edu and point to the "E-Net" pull down menu and select "Tech Support." Under "Web-based Support," you will find the "Guide to using e-mail at Eastern."

EMERGENCY AND CRISIS INFORMATION

In the case of an emergency event, we ask that all community members use their best judgment. We also recommend that each member of this community become familiar with emergency procedures. Call Security at 610.341.1737 for emergencies on the St. Davids campus or building security at other sites.

1. Carry identification, including an emergency contact card, with you at all times.
2. Keep a flashlight, a battery-powered radio and extra prescription medication on hand.
3. If you wear contact lenses, carry glasses with you at all times.
4. Set up a contact plan. Ask someone who lives outside of your area to be your family's contact, and include that phone number on your emergency contact card.
5. If the building you are in is affected, go to another place of safety.
6. As you use your E-Card/key to access buildings, do not allow people unknown to you to enter.

Go to http://www.eastern.edu/campus/university_wide_services/security/e2campus_info.html to sign up for the Emergency Alert System.

FACULTY/ COURSE EVALUATIONS

Students evaluate instructors and curriculum regularly using an electronic evaluation system. Students receive notification via their Eastern e-mail address informing them that a course evaluation is available for completion with instructions to access the evaluation.

ID CARDS (E-CARDS)

Students must have an ID card in order to use the library, to obtain borrowing privileges at area libraries, and to participate in activities on the St. Davids campus. Students may also be asked to identify themselves to security or other University personnel.

INCLEMENT WEATHER PROCEDURES

Decisions to cancel class will be made by 3:30 p.m. on a weekday and 6:00 a.m. on Saturday mornings. Please call us or listen to the radio after 3:30 p.m. or 6:00 a.m., respectively.

In the event of a cancellation, classes for accelerated programs will be rescheduled, usually on another night of the week or on a Saturday, in order to meet the required number of seat hours. You will be informed of the make-up arrangements through your instructor.

As adult students, you will have to use your own judgment regarding travel conditions from your area. If you determine that it is unsafe to travel and the class has not been cancelled, CCGPS attendance policy will apply.

If the University is closed or classes are delayed due to inclement weather (snow, ice, extreme weather conditions), there are two convenient ways for you to stay informed:

The CCGPS Information Bulletin Board

The CCGPS Information Bulletin Board (found on our phone system*) will be updated with information concerning those classes affected.

**To access our CCGPS Information Bulletin Board, please call the voice mail system at 610.225.5000; once you hear "Hello, Repartee Messaging System," dial 2834 and the recorded message will begin. The standard message indicates that there are no messages at this time. For those making long distance phone calls, please feel free to dial 1.800.732.7669; at the menu, dial 2834.*

Radio

Philadelphia Area

Should we close or delay classes in the Philadelphia area (including Reading), 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.).

Eastern University Web site

School closing information can be seen on the Eastern University Web site (www.eastern.edu) by clicking on "School Closing Info" under the "EU Quick Links" drop down menu at the top of the page.

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 http://www.eastern.edu/campus/university_wide_services/security/e2campus_info.html. Fees may apply depending on your mobile phone contract, please contact your wireless provider with any questions.

LIBRARY INFORMATION

Forty-four (44) TCLC (Tri-State College Library Cooperative) libraries are listed on the Eastern Library homepage. Libraries may be used with a letter from Eastern University's Warner library and a valid Eastern ID.

Also, be aware that books may be borrowed through direct interlibrary loan, on a three-day delivery shuttle, from "PALCI E-Borrow", with 36,000,000 titles from 54 libraries in Pennsylvania, New Jersey, and West Virginia. Access is available on the library homepage. <http://www.eastern.edu/library>

ONLINE COURSES/BLACKBOARD

Eastern University uses Blackboard for the e-learning environment. The Blackboard system is easy to navigate and is specifically designed for online and hybrid learning in today's classrooms. This system allows students and faculty access to their courses anytime, anywhere.

In order to access an Eastern University online course, your computer and internet service must meet minimum system requirements.

System

XP Service Pack 3, Vista Business or Premium, Windows 7, Apple Leopard or above

Processor

1 Ghz or better, 2 + Ghz preferred

Hard drive

80 GB for new equipment (20 GB minimum),
160 + GB preferred

Memory/RAM

2 GB, 3 GB preferred

Software

Microsoft Office 2007, Microsoft Office for Mac

2008 (Word, PowerPoint, Excel),
Current versions of: Anti-virus software (e.g.,
McAfee 8.x), Adobe Reader 8.x or higher
Anti-spyware software for PC (Adaware or
Spybot, downloadable free from the web)

Internet Connection

Dial-up is not permitted
Broadband connection (DSL, FiOS, cable, etc.)
Wireless– 802.11 b/g

Web browser

Current version of either: Mozilla Firefox 5.x,
Internet Explorer 7 or higher
For Macs: Safari or Mozilla Firefox 5.x
Java 6.x

Communications Tools

Web cam (optional)
Microphone & headset (needed for Wimba)

The following is the step-by-step process to access your Eastern University online course.

- Open your Internet Browser
- Type in the URL: <http://eastern.blackboard.com>
- A screen will appear with a “LOGIN” button
 - Click the “Login” ButtonIt will redirect you to a new screen with two lines for your specific information
 - In the “user name” box, type the “user name” and in the “password” box, type the “password” that was provided to you by Eastern.
Remember that everything is case sensitive, so type it exactly as you received it.
 - Click “LOGIN” when both your “user name” and “password” have been typed into the appropriate boxes.
 - This should take you to a Welcome page where you will see the Eastern University eagle in the top left hand corner, a “Welcome....” banner, several boxes of information, and a Tool Box on the left-side of the screen
 - Under the **MY COURSES** box you will see any courses you are enrolled in. Place your cursor over the title of the course you would like to enter, left click and this will take you to your course information.

If you have problems accessing your course, please contact your faculty member.

Some popular ISP’s have difficulty using e-learning platforms like Blackboard. If you must use an ISP that is having difficulty, minimize your ISP’s home page and open another Internet browser such as Internet Explorer or Netscape. This may alleviate any conflict your ISP may have with Blackboard.

ONLINE GRADES

Grades are entered by the Registrar as they are received from faculty. Cumulative credits and GPA statistics are updated weekly.

To access student records:

1. Go to www.eastern.edu
2. Select E-Net Student Services or My.Eastern.
3. Select Student Services

4. Enter your user name and password:
 - Log-In
 - Password
5. Set Option: Choose “undergraduate” or “graduate.” You will only need to set option once.
6. Select Submit Options
7. Select Academic Record

Please refer to Tech Support page for additional help.

Additional directions and assistance for using Eastern University’s E-net/E-mail system can be found under the “Tech Support” link on Eastern’s homepage. If you have lost or forgotten your login and password, please call CCGPS Student Services at 610.341.1397 during normal business hours.

PARKING PERMITS FOR ST. DAVIDS CAMPUS

Vehicle registration forms are completed as a part of the registration process for most CCGPS students. Please refer to the CCGPS Student Services Web site (www.eastern.edu/gpsserve) for detailed information on how you will obtain a parking permit. Permits should be displayed at all locations to identify the vehicle to the campus or site security. Please abide by posted parking lot restrictions in order to avoid receiving a ticket.

REGISTRATION

Students enrolled in semester-based programs may use online registration at announced periods. Follow the directions for Online Grades in E-Net, and select the session and year of the effective registration. Click on the Registration button to begin.

Students enrolled in cohort-based programs are registered for the duration of the program unless there is an interruption in attendance. Students should contact the Registrar’s Office to re-register. Tuition rate and fees in effect at that time will apply.

DISCLOSURES

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.

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 http://www.eastern.edu/campus/university_wide_services/security/index.html or by request to the Security Office 610.341.1720.

VETERANS AND ACTIVE MILITARY PERSONNEL

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 these men and women admitted to undergraduate degree programs.

Undergraduate Credit for Military Learning - Eastern awards undergraduate credit for training programs that have been evaluated for college equivalency by the American Council on Education. Military transcripts are available through the American Council on Education's transcript service.

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 three testing sites for current and former military personnel to validate college-level learning acquired through experience and non-collegiate instruction. Credit is awarded for passing scores presented on official CLEP and DSST reports according to college equivalencies recommended by the American Council on Education.

Requests for Reviews by the Vice President for Enrollment - Eastern is committed to providing "military friendly" procedures to these men and women who seek admission to undergraduate 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 to the Vice President for Enrollment 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 undergraduate programs are welcome to use their private e-mail accounts to correspond with university representative until the first class meeting. All

announcements relevant to the upcoming enrollment will be sent to the e-mail account the prospective student specifies in the application for admission. Veterans and active 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.

Web site 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 Web site.

INFORMATION SECURITY

The Vice President for Administration 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
- Alumni
- Deans
- Faculty
- Financial Aid
- Human Resources
- Institutional Research
- Registrar
- Security
- Student Accounts
- Student Development
- Student Health Center
- Student Services

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.

PERSONNEL

BOARD OF TRUSTEES

Dr. Stacey S. Sauchuk ('81), *Senior Vice President Academic Programs and Student Affairs*, Education Management Corporation, Gladwyne, PA

David R. Black, Ph.D., *President*, Eastern University, St. Davids, PA

Mr. John W. Boyer, Jr., *CEO (retired)*, Aqua Water Company, Media, PA

Marjean B. Brauch, D.O., *Physician (retired)*, Isle of Palms, SC

Mrs. Delores Brisbon, *(retired)* Brisbon Associates; *Chief Operations Officer (retired)*, University of Pennsylvania Hospital, Philadelphia, PA

Dr. Jacob Chatman, *Senior Pastor*, Pinn Memorial Baptist Church, Wayne, PA

Mr. Steven Clemens ('91), *Partner*, Kirkland and Ellis, LLP, Larchmont, NY

Rev. Danny Cortés ('83), *Senior Vice President*, Esperanza, Inc., Philadelphia, PA

Rev. Albert G. Davis, Jr., *Senior Pastor*, Mt. Calvary Baptist Church, Ardmore, PA

Rev. Dr. Richard A. Dent, *Pastor*, First African Baptist Church, Sharon Hill, PA

Mr. Ronald B. Evans, *Owner*, Mustard Seed Bookstores, Wayne, PA

Ms. E. Shepard Farrar, *Chief, Investment Management*, Inter-American Development Bank, Arlington, VA

Rev. Dr. W. Wilson Goode, Sr., *Senior Advisor for Congregational Transformation*, Public/Private Ventures, Philadelphia, PA

Mr. W. Donald Gough ('67), *President*, Gough Management Company; *Former Chair of Board of Trustees*, Eastern University, New Castle, NH

Mr. Arthur W. Hill, *Headmaster (retired)*, Lexington Christian Academy, Spruce Head, ME

Mr. John C. Honor, Jr., *Executive Director, H.R. (retired)*, KMPG, Oakton, VA

Mrs. Lucy Huff, *Marriage and Family Therapist (retired)*, Spring Branch, TX

Mr. Aljit Joy, *Senior Vice President, Strategy and Product Development*, Comcast, Huntingdon Valley, PA

Mrs. Teresa Klaassen, *Co-Founder and Chief Cultural Officer*, Sunrise Senior Living, McLean, VA

Dr. Cheryl R. Lombard, *Assistant Principal*, Boca Raton Community High School, Boca Raton, FL

Dr. Michael J. Mandarino, *Physician*, Devon, PA

Mr. Richardson T. Merriman, *President and CEO*, The Pennsylvania Trust Company, Radnor, PA

Mr. Stephen O'Hearn, *Vice President*, Sysorex Federal, Inc.; *President*, Information Systems Consortium, Inc., Bowie, MD

Mr. Charles A. Olson, III ('90), *President*, The Olson Research Group, Inc., Warminster, PA

Mr. Thomas M. Petro, *President and CEO*, Fox Chase Bank, Malvern, PA

Dr. Janis Plostnieks, *Corporate Director (retired)*, Science and Technology, Johnson & Johnson, Blue Bell, PA

Mr. James H. Rogers, *Chairman*, Vision Business Products, Inc., Orlando, FL

Dr. Richard E. Rusbuldt ('54), *Denominational Executive (retired)*; *Chair*, PTS Board of Governors, Spring City, PA

Mr. Malcolm Street, *Assisted Living*, Fort Worth, TX

Dr. John A. Sundquist, *Executive Director (retired)*, American Baptist International Ministries, Sawyer, MI

Dennis Tanner, Ph.D., *Vice President of Marketing*, PrincetonIM, Malden, MA

John M. Templeton, Jr., M.D., *President*, John Templeton Foundation, Bryn Mawr, PA

F. Ardell Thomas, M.D. ('63), *Physician (retired)*, North Country Physicians; *Past Chairman of the Board of Trustees*, Eastern College, Wellsboro, PA

Mr. George Torggler, *CEO (retired)*, SeaWatch International, Annapolis, MD

Mr. Wallace Wadman, *Chairman and Chief Investment Officer*, Constitution Research and Management Corporation, Boston, MA

Rev. Dr. Alyn E. Waller, *Pastor*, Enon Tabernacle Baptist Church, Philadelphia, PA

Mrs. Kelly VanDerAa Wilbraham ('02), *Homemaker*, Downers Grove, IL

TRUSTEES EMERITI

Hon. Louise Williams Bishop, *State Representative*, Philadelphia, PA

Mr. Conrad J. Fowler, *Chairman of the Board (retired)*, AEL Industries, Inc., Blue Bell, PA

Ms. Eleanore V. Guzewicz, *Business Professional (retired)*, Blue Bell, PA

A. Gilbert Heebner, Ph.D., *Executive Vice President and Chief Economist (retired)*, Corestates Financial Corporation, *Professor Emeritus of Economics*, Eastern University, Jenkintowns, PA

Mr. Leon E. Lombard, *Land Developer and Builder (retired)*, Arlington, MA

J. Grant McCabe, Esq., *Attorney*, Media, PA

Mr. Earl G. Russell, Sr., *Consulting Civil Engineer (retired)*, Day and Zimmerman, Havertown, PA

Dr. Cora Sparrowk, *President (retired)*, American Baptist Convention, Lodi, CA

Mr. Maurice C. Workman, *President (retired)*, Benjamin Moore and Company; *Past Chairman of the Board of Directors*, Eastern Baptist Theological Seminary and Eastern College, Lakewood, NJ

Dr. J. Eugene Wright, *Pastor Emeritus*, First Baptist Church of Fresno, Fresno, CA

FACULTY OF THE CAMPOLO COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

Monir Atta-Alla ('08), *Associate Professor of Education* (B.A.; M.A.; Ph.D., Assiut University, Egypt)

Beth Birmingham ('08), *Associate Professor of Leadership and Change* (B.S., West Chester University; M.B.A., Eastern University; Ph.D., Antioch University)

Anthony L. Blair ('97), *Associate Professor of Leadership Studies* (B.A., Messiah College; M.A., Huntington College; M.A., Evangelical School of Theology; M.A., Shippensburg University; Ph.D., Temple University D.Min., George Fox University)

Thomas J. Bonerbo ('07), *Education* (B.A., Columbia University; M.A., Idaho State University)

Darrell F. D. Boyd ('97), *Associate Professor of Adult and Community Education* (B.A., Duke University; M.Div.,

- Gordon Conwell Theological Seminary; Ed.D., Nova-Southeastern University)
- Mary T. Boylston** ('85), *Professor of Nursing* (B.S.N.; C.C.R.N. Villanova University; M.S.N., University of Pennsylvania; Ed.D., Immaculata University)
- David Bronkema** ('06), *Associate Professor of Economic Development, Templeton Chair of Christian Service through Entrepreneurship* (B.A., Swarthmore College; M.A., Ph.D., Yale University)
- Heewon Chang** ('97), *Professor of Education* (B.A. Yonsei University; M.A., Ph.D., University of Oregon)
- Beth Chiatti** ('07), *Lecturer in Nursing* (B.A., University of Pennsylvania; B.S.N., Eastern University; M.S.N., Immaculata University; School Nurse Certification, Widener University)
- Walter Sing-wa Chung** ('02), *Professor of Counseling Psychology* (B.A., M.S., Southern Illinois University; M.A., Biblical Theological Seminary; Rh.D., Southern Illinois University)
- J. Nathan Corbitt** ('92), *Professor of Cross-Cultural Studies* (B.M.E., Mars Hill College; M.D.M., Southern Baptist Theological Seminary; D.M.A., Southwestern Baptist Theological Seminary)
- Susan Edgar-Smith** ('05), *Associate Professor of Counseling Psychology* (B.A., Connecticut College; M.A., Ph.D., Bryn Mawr College)
- Sharon Gramby-Sobukwe** ('05), *Associate Professor of Leadership* (B.A., Duke University; M.A., University of Pennsylvania; Ph.D., Temple University)
- David C. Greenhalgh** ('94), *Professor of Education* (B.A., Barrington College; M.A., M.Ed., Rhode Island College; Ed.D., Boston University)
- Kimberlee Guevin** ('09) *Visiting Lecturer in Nursing* (B.S., Messiah College; M.S.N., Drexel University)
- Harry Gutelius** ('00), *Lecturer in Education* (B.A., LaSalle University; M.A., St. Joseph's University; Principal Certification, Villanova University)
- Kathy-ann Hernandez** ('04), *Associate Professor of Education* (B.A., M.A., Andrews University; Ph.D., Temple University)
- Dorothy L. Hurley** ('01), *Professor of Education* (B.S., Cheyney University; M.Ed., Antioch University; Ed.D., Temple University)
- Christina Jackson** ('85), *Professor of Nursing* (B.S.N., M.S.N., University of Pennsylvania; Ph.D., The Union Institute and University)
- Kimberlee Johnson** ('07), *Lecturer in Urban Studies* (B.A., St. Joseph's University; M.A., M.Div, Biblical Theological Seminary; D.Min., Westminster Theological Seminary)
- Mark Lane** ('09), *Lecturer in School of Management Studies* (B.S., Seton Hall University; M.B.A., Rutgers University)
- Melisande McCrae** ('06), *Assistant Professor of Organizational Development* (B.A., Temple University; M.Ed., Ph.D., Pennsylvania State University)
- Michael McFee** ('01), *Associate Professor of Counseling Psychology* (B.A., M.A., Psy.D., Forest Institute)
- Doug Mountz** ('09), *Education* (B.S., M.S., West Chester State College; M.S., Wilkes University)
- M. Catherine Neimitz** ('08), *Assistant Professor of Education* (B.S., Clarion University; M.Ed., Rutgers University; Ph.D., University of Pittsburgh)
- Faith Ngunjiri** ('08), *Assistant Professor of Leadership and Development* (M.A., Nairobi Evangelical Graduate School of Theology; M.S., Ph.D., Bowling Green University)
- Connie Ostwald** ('04), *Associate Professor of Economics and Development* (B.A., University of California; M.B.E., University of Colorado; Ph.D., University of Denver)
- Gary Ostwald** ('04), *Associate Professor of Business* (B.S.I.E., North Dakota State University; M.B.A., Ph.D., University of Denver)
- Ruth Baugher Palmer** ('02), *Associate Professor of Counseling Psychology* (B.A., Messiah College; M.Ed., Ph.D., Temple University)
- Mary Anne Peters** ('08), *Professor of Nursing* (B.S.N., Pennsylvania State University; M.S.N., University of Pennsylvania; Ph.D., Widener University)
- Karen Piscopo** ('10), *Education* (B.A., Holy Family College, M.Ed., College of New Jersey)
- Geraldine Remy** ('06), *Lecturer of Nursing* (B.S., Gwynedd Mercy College; B.S., Delaware Valley College; M.S., University of Pennsylvania)
- Susan Seltzer** ('04), *Lecturer of School Health Services* (B.S.N., Marymount University; M.S.N., West Chester University; School Nurse Certificate, Widener University)
- Blonnie Thompson** ('09), *Lead Faculty of Associate of Arts* (B.S., Winston-Salem State University; M.S., Clark-Atlanta University; Ph.D., Wake Forest University)
- Hans Tokke** ('10), *Lecturer in Nonprofit Management* (B.Th., Summit Pacific College; M.Div, M.Professional Studies, Nyack College; M.A., The New School for Social Research)
- Randolph Walters** ('95), *Associate Professor of Counseling Psychology* (B.A., University of West Indies; M.A., Eastern College; M.T.S., Eastern Baptist Theological Seminary; Psy.D., Immaculata University)
- Gwen White** ('98), *Associate Professor of Counseling Psychology* (B.A., University of California; M.A., Eastern College; Psy.D., Immaculata University)
- Josphat Yego** ('06), *Associate Professor of Education* (B.A. Washington College; M.A. Wheaton College; M.A. Bethel Theological Seminary; Ph.D., Illinois State University)
- William Yerger** ('01), *Associate Professor of Education* (B.S., Bloomsburg University; M.Ed., Bloomsburg University; Ed.D., Lehigh University)
- Sung C. Yoo** ('05), *Lecturer of Nursing* (B.S.N, Ewha Women's University, Korea; M.S.N, Villanova University)

AFFILIATES OF THE CAMPOLO COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES FACULTY

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- Rita Borzilla** ('04), *Health Administration* (B.A., Roanoke College; J.D., Widener University)
- Patricia Brown** ('05), *Education* (B.A., Glassboro State College; M.Ed. Eastern College)
- James Goodhart** ('00), *Education* (Ed.D., Lehigh University)
- Edith Hartos-Kirchner** ('04), *Education* (B.A., Eastern College; M.Ed., Beaver College)
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- Matthew Hugg** ('08), *Nonprofit Management* (B.S., Juniata College; M.A., St. Mary's University)
- Amy Hull** ('08), *Nursing* (B.S.N., West Chester University; M.S.N., Widener University)

Frank Kawtoski ('06), *Education* (B.S., The Pennsylvania State University; M.A., Ed.D., Lehigh University)

Gregory McCord ('98), *Education* (B.S., Kutztown State College; M.Ed., Millersville State College)

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Harry Mercurio ('95), *Education* (B.A., West Chester University; M.Ed., Widener University)

Carole Ney ('10), *Education* (B.A., Eastern University; M.Ed., Cabrini College; Ed.D., Immaculata University)

Eric E. Rios ('07) *Management* (B.A., M.B.A., Eastern University; PCER, Villanova University)

Brian Smith ('09), *School of Management Studies* (B.S., Drexel University; M.B.A., Temple University)

Robert Stremme ('92), *Elementary Education* (B.A., Eastern College; M.Ed., Pennsylvania State University; doctoral equivalency)

Kathy Truman ('04), *Education* (B.S., Eastern College; M.Ed., Temple University)

Kathy Van Horn ('99), *Counseling Psychology* (B.A., M.Ed., Temple University)

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Sandi Rapp (B.A., M.B.A.), *General Studies*

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Richard Eisenstaedt, Esq. (B.S., C.E., J.D.), *General Counsel*

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Lauren Pizzo (B.A.), *Director of Student Aid*

STUDENT DEVELOPMENT

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Dave Schlosser (B.A., M.B.A.), *Director of Student Services*

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Dwight Fowler (B.A., M.B.A.), *Executive Director of Administrative Computing*

Philip Mugridge (B.A.), *Director of Academic Computing/I.T.S.C.*

CORRESPONDENCE DIRECTORY

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St. Davids 1300 Eagle Road St. Davids, PA 19087 Phone: 610.341.5800	Philadelphia – 3 Falls Center Suite 1 3300 Henry Ave. Philadelphia, PA 19129 Phone: 215.769.3102 Fax: 215.848.2651
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ACADEMIC SCHOOLS/DEPARTMENTS

Counseling Psychology Department	610.341.1595
Loeb School of Education	610.341.1383
Nursing Department	610.341.5896
Ph.D. in Organizational Leadership	610.225.5519
School of Leadership and Development	610.341.4394
School of Management Studies	610.225.5722
Urban Studies Department	215.769.3120

CONTACT INFORMATION

For prompt and personal attention to specific questions, please consult the following directory.

Admissions	610.341.5972	International Student Advisor	610.341.5870
Alumni Affairs	610.341.5961	Public Relations	610.341.5930
Athletics	610.341.1736	Registrar	610.341.5853 registra@eastern.edu
Billing	610.341.5831	Registration Changes (Accelerated Programs)	610.341.1391 FAX 610.341.5998
Blackboard Help Desk	FAX 610.341.1492	Registration (Semester Programs)	610.341.5853 FAX 610.341.1707
Career Planning	610.225.5037	School Nurse	610.341.5955
Christian Life Activities and Chaplain's Office	484.581.1264	Security (St. Davids)	610.341.1737
College of Graduate and Professional Studies	610.341.5826	Student Aid	610.341.5842 FAX 610.225.5651
Computer Help Desk	610.341.1726	Student Accounts, Advisor	610.225.5114
Curricular Matters, Records, Transcripts	helpdesk@eastern.edu	Student Accounts Office	610.341.5831 FAX 610.341.1492
Cushing Center for Counseling and Academic Support	610.341.5853	Student Services	610.225.5721
E-Mail Help Desk	610.341.1707	Webmaster	610.341.5973
	610.341.5837		
	610.341.5849		
	acadcomp@eastern.edu		

2011 SEMESTER CALENDARS

SPRING 2011

Martin Luther King Holiday Observed – No Classes	Monday	January 17
Classes Begin/Last Day to Register	Tuesday	January 18
Last Day to Make Schedule Changes (Drop/Add)	Tuesday	January 25
Mid-Semester Vacation	Saturday-Sunday	March 5-13
Last Day to Withdraw from Class - No Academic Penalty	Thursday	March 31
Registration for Fall 2011	Online Begins	Late March
Easter Break	Friday-Monday	April 22-25
Graduate and Evening Classes Resume at 4:30 p.m.	Monday	April 25
Classes End	Monday	May 2
Final Examinations	Wednesday-Tuesday	May 4-10
Baccalaureate	Friday	May 13
Commencement Ceremonies	Saturday	May 14

SUMMER I (Optional Session)

Classes Begin	Wednesday	May 18
Memorial Day Holiday	Monday	May 30
Classes End/Final Examinations	Tuesday, Wednesday	June 28- 29

SUMMER II (Optional Session)

Classes Begin	Tuesday	July 5
Classes End/Final Examinations	Wednesday, Thursday	August 10, 11

FALL 2011

Classes Begin/Last Day to Register	Wednesday	August 31
Labor Day Holiday - No Classes	Monday	September 5
Last Day to Make Schedule Changes (Drop/Add)	Wednesday	September 7
Registration for Spring 2012	Online Begins	Late October
Last Day to Withdraw from Class - No Academic Penalty	Wednesday	November 9
Thanksgiving Vacation	Wednesday-Sunday	November 23-27
Classes End	Friday	December 9
Final Examinations	Monday-Friday	December 12-16
Commencement Ceremonies	Saturday	December 17

NOTE: Programs comprised of accelerated courses and residencies follow non-semester calendars.

2011 SESSION CALENDARS FOR ACCELERATED COURSES

January – April 2011 (JAAP11)

Last Date to Register for JAAP11 Session	Friday	December 31
First Day of Block 1/Whole Session Classes	Monday	January 17
Last Day to Drop Block 1/Whole Session Course (without charge – end of Week 1)	Monday	January 24
Last Day to Withdraw Block 1 (without academic penalty – 5:00 PM ET)	Monday	February 14
End of Block 1	Sunday	February 27
First Day of Block 2 Classes	Monday	February 28
Last Day to Drop Block 2 Course (without charge – end of Week 1)	Monday	March 7
Last Day to Withdraw Block 2 (without academic penalty – 5:00 PM ET)	Monday	March 28
Last Day of Academic Session	Sunday	April 10

April – July 2011 (APJL11)

Last Date to Register for APJL11 Session	Friday	March 25
First Day of Block 1/Whole Session Classes	Monday	April 11
Last Day to Drop Block 1/Whole Session Course (without charge – end of Week 1)	Monday	April 18
Start of Easter Break (Holiday)	Monday	April 18
End of Easter Break (Holiday)	Sunday	April 24
Last Day to Withdraw Block 1 (without academic penalty – 5:00 PM ET)	Monday	May 16
End of Block 1	Sunday	May 29
First Day of Block 2 Classes	Monday	May 30
Last Day to Drop Block 2 Course (without charge – end of Week 1)	Monday	June 6
Last Day to Withdraw Block 2 (without academic penalty – 5:00 PM ET)	Monday	June 27
Start of Summer Break (Holiday)	Monday	July 4
End of Summer Break (Holiday)	Sunday	July 10
Last Day of Academic Session	Sunday	July 17

2011 SESSION CALENDARS FOR ACCELERATED COURSES

July – October 2011 (JLOC11)

Last Date to Register for JLOC11 Session	Friday	July 1
First Day of Block 1/Whole Session Classes	Monday	July 18
Last Day to Drop Block 1/Whole Session Course (without charge – end of Week 1)	Monday	July 25
Last Day to Withdraw Block 1 (without academic penalty – 5:00 PM ET)	Monday	August 15
End of Block 1	Sunday	August 28
First Day of Block 2 Classes	Monday	August 29
Last Day to Drop Block 2 Course (without charge – end of Week 1)	Monday	September 5
Last Day to Withdraw Block 2 (without academic penalty – 5:00 PM ET)	Monday	September 26
Last Day of Academic Session	Sunday	October 9

October – January 2012 (OCJA11)

Last Date to Register for OCJA11 Session	Friday	September 23
First Day of Block 1/Whole Session Classes	Monday	October 10
Last Day to Drop Block 1/Whole Session Course (without charge – end of Week 1)	Monday	October 17
Last Day to Withdraw Block 1 (without academic penalty – 5:00 PM ET)	Monday	November 7
End of Block 1	Sunday	November 20
First Day of Block 2 Classes	Monday	November 21
Last Day to Drop Block 2 Course (without charge – end of Week 1)	Monday	November 28
Last Day to Withdraw Block 2 (without academic penalty – 5:00 PM ET)	Monday	December 19
Start of Christmas Break (Holiday)	Monday	December 19
End of Christmas Break (Holiday)	Sunday	January 1, 2012
Last Day of Academic Session	Sunday	January 15, 2012

Note: The accelerated courses at Eastern University observe Christmas, New Year's Day, Easter and Independence Day holidays. On any other University recognized holiday the scheduled class session will be held online. These holidays are: Dr. Martin Luther King, Jr. Day, Memorial Day, Labor Day and Thanksgiving (Wednesday through Friday). Eastern University reserves the right to change this schedule. In the event of a change, advance notice will be given.

EASTERN UNIVERSITY

Campolo College of Graduate and Professional Studies

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