EASTERN UNIVERSITY

CAMPOLO COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

2008 Catalog

2 0 0 8   C A T A L O G

Graduate and Professional Studies Programs

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Eastern University

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

MISSION STATEMENT

Eastern University is a Christian university dedicated through teaching and learning, scholarship, service, spiritual formation, student development and stewardship to the preparation of undergraduate, theological and graduate students for thoughtful and productive lives of Christian faith, leadership and service. Achievement of that mission requires that the university manage effectively and justly the resources with which it is entrusted and that students

- appropriate and give witness to a Christian world view – through action and voice;
- advance critical thinking, reflection, analysis and communication skills;
- develop intellectual curiosity, passion and agility;
- demonstrate knowledge and competencies in the arts, sciences and professions;
- assume responsibility for justice – especially social, political and economic justice;
- assume responsibility for godly stewardship of all resources;
- discern the ethical consequences of decisions and actions;
- experience genuine Christian community and commitment in a formative environment;
- participate in opportunities for meaningful service; and
- grow in love of God and neighbors.

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

The following foundational commitments guide our work as members of the University:

TO EXCELLENCE IN SCHOLARSHIP AND TEACHING
We believe in the unity of God's truth, whether supernaturally revealed or humanly discovered, and value the search for knowledge and understanding in all areas of life. We are guided by our faith in Jesus Christ, who is "the way, the truth and the life" (Jn 14:6). We seek to engage in exemplary and relevant scholarship and original research and publications. We maintain a high priority on excellence in teaching and learning. We value the integration of Christian faith, reason and justice in all academic disciplines and in the development of a Christian worldview.

TO EXCELLENCE IN STUDENT FORMATION
We regard students as masterpieces of God's art in formation, both individually and in community. Therefore, we seek to inform and mentor in them the development of habits of mind and character that are essential to knowledgeable, ethical, productive and charitable Christ-like lives. We work to inspire their: spiritual formation in apprenticeship to Christ; interpretation of critical ideas and events through lenses of faith, reason and justice; commitment to excellence as the standard for study, work and service; envisioning of a more just and ethical society; and resolve to influence the course of events in society.

TO THE WHOLE GOSPEL FOR THE WHOLE WORLD
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 our conviction that the Church of Jesus Christ, as a visible community of believers inclusive of persons of all cultures, races and nationalities, is central to faithful obedience in living the Christian life and advancing the work of the Gospel.

TO RESPONSIBLE LEADERSHIP AND STEWARDSHIP
We believe that our complex society needs leadership and management 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.

TO CHRISTIAN WITNESS
We affirm the importance of calling all persons everywhere to personal faith and faithful discipleship in following Jesus Christ as Savior and Lord, including sharing the Whole Gospel to a needy and lost world. We intend for every student to have a meaningful and appropriate opportunity to hear and respond to the call for repentance, faith and obedience to Jesus Christ. We commit to modeling and encouraging in students a life that reflects the Holy Spirit's call for: "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Gal 5:22-23).

TO JUSTICE
We acknowledge with sorrow the brokenness of the world at personal, national, and international levels, and we seek to work for justice, reconciliation and Christian transformation in all arenas of life. We particularly seek to work with and for poor, oppressed and suffering persons as part of our Christian discipleship. As part of the commitment, 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. We believe that we are not only to care for people throughout the world but also for the earth itself as responsible stewards of the environment and other physical resources.

TO COMMUNITY
We believe that the way in which we live and work together is important in fulfilling our mission. We desire a campus community of students, faculty, staff and administration that embodies values of Christian witness, caring and compassion, justice and integrity, competence and affirmation. We seek an inclusive student body, faculty, staff, and Board. We commit 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.

THE EASTERN 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.

INTERDISCIPLINARY STUDIES

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 in an accelerated format. The program consists of 61 credits; concentrations are offered in addiction studies, business, communication studies and education.

Doctor of Philosophy in Organizational Leadership
This 60-credit advanced research degree provides a core curriculum in organizational and leadership theory with a focus on transformational leadership. Concentrations in business leadership, nonprofit leadership, and educational leadership provide opportunities for students to complete sector-specific studies. The program is undergirded by a series of research methodologies courses, culminating in a dissertation.

BUSINESS AND MANAGEMENT PROGRAMS

Bachelor of Arts (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 in an accelerated format.

Bachelor of Arts (Organizational Management)
The 45-credit major in Organizational Management seeks to enhance each student's professional competence in leadership in order to influence the quality of work life within his/her organization. A project and the courses are designed to link theory to practice through class discussions, team projects, and individual studies. All students personalize the program by completing an Applied Research Project that focuses on a real topic related to the student's workplace or entrepreneurial aspirations. All bachelor's degrees require a total of 121 credits.

Bachelor of Arts (Management of Information Systems)
The purpose of this 54-credit major is to provide key growth opportunities including: project management; strategic planning; new and emerging technologies; ethical issues; and business process analysis. 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 in an accelerated format.

Bachelor of Science (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 in an accelerated format.

Master of Business Administration (Health Administration)
The 36-credit Fast-Track MBA® in Health Administration is designed to address business issues unique to managers in the health care disciplines. The program applies adult learning models that emphasize the use of case studies, workplace experience, and group dynamics. The core curriculum seeks to provide a blend of theory and application to guide students through the interactions between the health care industry and the various global, legal, financial, policy and marketing trends. The teaching methods and materials are based on adult learning models which rely on facilitated dialogue, group projects and previous experience. The courses include an integrated research project which incorporates managerial skills with established technical skills to address key opportunities and challenges faced by managers in the health care industry.

Master of Business Administration (Management)
The 39-credit Fast-Track MBA® in Management consists of eleven courses, an integrative project, and two Topics In Management seminars. It is designed to develop leaders who are both ethical and entrepreneurial in their interactions with the knowledge-based, global economy in the 21st century. A central part of the program is the New Venture Project in which students integrate their learning by developing a business plan for a new entrepreneurial venture of their own design. Business leaders who complete the Fast-Track MBA® in Management understand that an organization's success depends on how well managers at every level are able to predict the changes that will occur and how to use those changes to their advantage.

Master of Science in Nonprofit Management
The 33-credit MS in Nonprofit Management (weekend residency) program is one of only a few graduate programs in the country focused on the management needs specific to the nonprofit sector. This program is designed to help present and future leaders of the not-for-profit sector gain solid analytical and problem-solving skills unique to nonprofit organizations. Eastern's nonprofit management degree is offered as a weekend residency program. Students meet in class for nine weekends over the course of 20 months (approximately once every nine weeks) with research and field based learning in the interim.

COUNSELING PSYCHOLOGY PROGRAMS

Master of Arts in Counseling (Community/Clinical)
This 48-credit degree offers a framework for understanding human experience and the deepest motivation of human behavior. Students receive a sound theoretical foundation and practical instruction in applying counseling skills that help clients regain hope and create change in their lives. This degree covers all academic competencies required for Pennsylvania licensing as an LPC (Licensed Professional Counselor).

Master of Science in School Psychology
There is a clear emphasis on the combination of application and theory, so graduates in this program acquire the tools to assess the needs and abilities of students in diverse school settings. This 60-credit degree qualifies the graduate for certification as a school

psychologist with the Pennsylvania Department of Education. (Successful completion of PRAXIS exam also required.) Individuals who already hold a master's degree in another related field may also enter the school psychology program to complete certification only. Individualized programs of study are approved when applicants are admitted to the program.

Master of Arts in School Counseling

With a focus on training elementary and secondary counselors who function as advocates for their students and promote the best interests of children within the school and larger community, this 48-credit degree qualifies graduates for certification as school counselors with the Pennsylvania Department of Education. (Successful completion of PRAXIS exam also required.) Individuals who already hold a master's degree in another related field may also enter the school counseling program to complete certification only. Individualized programs of study in either elementary or secondary school counseling are approved when applicants are admitted to the program.

EDUCATION PROGRAMS

Bachelor of Arts in Elementary and Special Education

This accelerated cohort program is designed to offer qualified working adults the opportunity to complete a bachelor's degree in elementary and special education in five terms (60 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 and student teaching in the elected 6th term, will qualify for the Pennsylvania teaching certification.

Master of Education (Multicultural Education)

The Master of Education prepares teachers to work with students from different cultures and to include contributions of diverse groups into the curricula they teach. This 30-credit program emphasizes a Christian philosophy and can be combined with several areas of certification, including early childhood, elementary school, English as a second language, foreign language, reading specialist, secondary school and special education.

Master of Education (School Health Services)

The Master of Education in School Health Services is committed to preparing professionals to function effectively in settings in which children and youth are served. The mission of the program is to produce outstanding health professionals who are committed to meeting the needs of a diverse population and to their holistic development.

This 30-credit program will prepare students to: practice their profession from a Christian perspective; achieve competence and/or increase specialization in a discipline within school health services; develop and coordinate comprehensive school health service and educational programs; utilize and implement appropriate research and educational theories pertaining to healthy, moral, ethical, character, social and physical development; demonstrate sensitivity to ethnic, gender, and racial diversity; and apply knowledge of health beliefs and practices of various cultural groups.

LEADERSHIP AND DEVELOPMENT PROGRAMS

Master of Arts in International Development

Started in 2005, the Master of Arts in International Development provides training and education that focuses on the specific needs and issues facing development workers and NGOs. The program targets leaders, facilitators and managers of development projects who want to enhance their theological framework for development, hone their skills and gain a better understanding of the social, economic and cultural perspectives that impact social transformation in the U.S. and abroad. The 30-credit (10 courses) MA in International Development has two concentrations: an "urban" concentration geared towards preparing practitioners for work in cities in the United States, and a global concentration for those feeling called to the international arena. The urban concentration is a full-time 15 month program (10 months on Eastern's Pennsylvania campus followed by a three-month semester in an urban setting in the United States after a summer break). The global concentration can be completed in one of two ways: as a full-time program (10 months on Eastern's Pennsylvania campus followed by a three-month semester in a developing country after a summer break); or as a part-time, 24-month program (short-term residencies each year in Africa or Asia and applied coursework online in between residencies).

Master of Arts in Organizational Leadership

Started in 1999, the Master of Arts in Organizational Leadership is designed for leadership professionals who desire to advance their Christian leadership principles and critical leadership skills for global public, for-profit and non-profit sectors. A core of leadership courses develops strategic leadership perspective. Biblical integration throughout the curriculum provides a foundation for practical skills such as modeling servant leadership, wise stewardship of financial and human resources and strategic management in a world that is in constant change. In addition, concentrations of three (9 credit courses) provide the specialized knowledge and skills indispensable to leaders in various sectors including Christian NGO's, ministry organizations, international community organizations, urban community organizations, nursing informatics, and family and small business.

This 30-credit (10 courses) program is offered overseas and beginning in 2007 in the U.S. Designed and delivered in formats especially suited for adult learners seeking advancement while working, courses are delivered through a mix of traditional, residential and distance learning. Overseas, the program is offered in two formats. A hybrid delivery model is offered in Africa, in which students attend a 2 to 3 week residency each year followed by online course work. This delivery takes 2 years to complete. Pathways to Leadership is offered in partnership with World Vision International and Habitat for Humanity International for their middle managers and leaders. Cohorts meet annually in Latin America, Africa, Asia and Eastern Europe over a three-year period. The domestic U.S. program will offer core courses in a hybrid classroom and on-line delivery over nine months. Concentration courses will be available to be taken before or after completion of the core courses. This delivery takes 18 months to complete.

Master of Business Administration (Economic Development)

Started in 1984, the MBA in Economic Development program recognizes the multi-faceted causes of poverty and the need for holistic intervention strategies that address the underlying eco-

nomic, social, cultural, political and spiritual challenges. Cohort learning models provide the opportunity for collaborative learning and a supportive environment where students start and finish the program with the same group of people.

The 42 credit (14 courses) MBA has two specializations: urban and international. The urban specialization is a 15 month program (12 months on Eastern's Pennsylvania campus followed by a three-month semester in an urban setting in the United States). The international specialization can be completed either as a 15 month program (12 months on Eastern's Pennsylvania campus followed by a three-month semester in developing country), or as a part-time, 36-month program (including short-term residencies each year in Africa or Asia and applied coursework online in between residencies). The program is designed to have practical applicability. Students will be equipped with tools and skills to start capital-generating ventures and lead organizations that deal in poverty alleviation. Note: The following degree programs are no longer active: MBA in NGO Leadership Development; MS in Economic Development.

NURSING PROGRAMS

The Bachelor of Science in Nursing
(for Registered Nurses RN to BSN)
The Bachelor of Science in Nursing (for Registered Nurses) is available in an accelerated format designed for nurses who want to complete the degree in a fast-track mode over 20 months. Through the courses in the RN to BSN program, RN's increase their opportunities for advancement, strengthen leadership and interpersonal skills, acquire computer literacy, ethical decision making, and communication skills. Clinical rotations are independent and students have the ability to select their own clinical practicum experience. All bachelor's degrees require a total of 121 credits to include transfer credits from nursing school. Accredited by the Commission on Collegiate Nursing Education.

The RN to Bachelor of Science in Nursing (for Korean Nurses)
This degree 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. All bachelor's degrees require a total of 121 credits.

BSN Two[2] - Second Degree Nursing Program
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 program to help students who have non-nursing bachelor's degrees prepare for a nursing career in as little as two years of full-time study. Three years of credit is transferred from the first degree. The BSN Two[2] 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.

School Nurse (K-12) Certification for RN's
Registered Nurses, licensed in Pennsylvania, are eligible to pursue the School Nurse Certification as part of an undergraduate or graduate degree program. Certification as a school nurse will be granted by the Department of Education to nurses with a Bachelor of Science in Nursing degree (BSN) and upon successful completion of four certification courses. This program prepares qualified nurses for initial Pennsylvania Department of Education certification as an Educational Specialist I - School Nurse.

Master of Science in Health Services Management
This 30-credit master's degree provides hospital and health systems employees with graduate-level education in clinical management.

URBAN STUDIES PROGRAMS

Master of Arts in Urban Studies (general)
Created to strengthen the Campolo School's vision of preparing students to become servants and change agents in urban contexts, Eastern's 39-credit M.A. in Urban Studies addresses the critical need for effective Christian leadership in today's urban areas. It seeks to develop leaders who are committed to the task of transforming urban communities. Program concentrations--in Arts in Transformation, Community Development, and Youth Leadership--allow students to develop specialized areas of knowledge and skill.

Master of Arts in Urban Studies (Arts in Transformation)
The Arts in Transformation concentration prepares artist practitioners to become effective leaders committed to transforming urban communities through a broad range of artistic expressions.

Master of Arts in Urban Studies (Community Development)
The Community Development concentration produces professionals who, as advocates for the poor, can serve as catalysts to revitalize the physical, economic and social infrastructure of urban communities.

Master of Arts in Urban Studies (Youth Leadership)
The Youth Leadership concentration produces professionals who are theologically, academically and culturally competent to serve with excellence in an urban context. It addresses the specific needs of leaders in the fields of urban youth development and urban youth ministry.

PENNSYLVANIA DEPARTMENT OF EDUCATION CERTIFICATIONS

Teaching Certification Programs
    Elementary Education (K-6)
    Elementary Education with Early Childhood (K-6)
    Elementary Education with Special Education (K-6)
    English as a Second Language (K-12)
    Foreign Language (French and Spanish K-12)
    Health and Physical Education (K-12)
    Music (K-12)
    Secondary Education (7-12): Biology, Chemistry, Communication, Mathematics and Social Studies

Specialist Certification Programs
    General Supervisor (K-12)
    Reading Supervisor (K-12)
    School Nurse (N-12)
    Supervisor of School Health Services (K-12)
    Supervisor of Special Education (K-12)

Educational Administration Certification Programs
    Principal
    Superintendent's Letter of Eligibility

NOTE: Pennsylvania certifications require undergraduate pre-requistes: one course in English writing; one course inAmerican Literature; and two courses in college-level mathematics. A grade of "C-" or better must be obtained in English and mathematics prerequisite courses.

ACCREDITATION AND MEMBERSHIPS

Eastern University is accredited by:
— The Commission on Higher Education of the Middle States Association of Colleges and Schools 3624 Market Street, Philadelphia, PA 19104-2680 267-284-5000
— Council on Social Work Education for the Baccalaureate Major in Social Work
— Commission on Collegiate Nursing Education

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
— 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 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 (Comprehensive) Universities and Colleges I.

It is approved for Veterans' Education.

COURSE DESCRIPTIONS

DIRECTED STUDY

Departments may offer Directed Study 400 or 600 for students with demonstrated ability and a special and compelling academic interest that cannot be pursued within the regular curriculum or course.

INDIVIDUALIZED INSTRUCTION

Individualized Instruction is the teaching of a regular catalog course to a single student and is offered only when the course has been offered infrequently and it is needed by the student for a critical reason.

SPECIAL TOPICS

Departments may offer a one-semester course on a topic of special interest that is relevant to that department or program. Courses are numbered 230, 330, 530 or 630.

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 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. (Prerequisite: BIB 100)

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. (This course meets the PCB's partial requirements for work experience.)

BUSINESS AND ACCOUNTING

BUSINESS FOUNDATION COURSES

Foundation course work is a prerequisite to graduate-level courses. If not satisfied through an accredited undergraduate degree program, the student must fulfill the competencies within the first 12 months of initial enrollment at Eastern. Foundation course work does not calculate in the graduate grade point average nor do the credits count toward the graduate degree. A passing grade is a grade of "C" or better.

**ACCT 223   INTRODUCTION TO ACCOUNTING
                FOR GRADUATE STUDENTS**

Basic accounting principles and practices, including the preparation of financial statements, account uses, accruals and deferrals. Introduction to financial problems of business organizations, the finance function and its relationship to other decision-making areas in a firm. Concepts and techniques for planning and managing the acquisition and allocation of financial resources from the standpoint of internal management.

**BUSA 223   BUSINESS STATISTICS FOR
                GRADUATE STUDENTS**

Introduction to statistical techniques used in business. Topics include: descriptive methods, probability distributions, sampling and data collection, hypothesis testing, regression, correlation, and forecasting methods. Not required for MS in Nonprofit Management. (Prerequisite: good background in algebra.)

COMPUTER PROFICIENCY

Eastern's Computer Validated Learning Assessment Instruments are designed as a validation for the student who has prior knowledge and expertise in computer software. This instrument is designed to allow the student to demonstrate expertise in word processing, data base software and spreadsheets.

**ECON 223   INTRODUCTION TO ECONOMICS FOR
                GRADUATE STUDENTS**

An introduction to macro and micro economics. Macro topics include the determination of national income and output, unemployment and inflation, and monetary and fiscal policy. Micro focuses upon the determinants of supply and demand, and price setting under various market conditions.

FIN 223   BUSINESS FINANCE

An introduction to the financial problems of business organizations, the finance function and its relationship to other decision-making areas in the firm, and concepts and techniques for planning and managing the acquisition and allocation of financial resources from the standpoint of internal management. (Prerequisites: Acct 223, using software packages involved with word processing, spreadsheets, and data bases.)

ACCOUNTING

ACCT 520   MANAGERIAL ACCOUNTING   3

A study of the use of financial data for managerial decision making. Emphasis on planning and control of a manufacturing environment. Topics of study include the review and uses of cost accounting techniques and international accounting. (Prerequisites: ACCT 223, FIN 223)

**ACCT 522   MANAGERIAL ACCOUNTING FOR
                    DEVELOPING ENTERPRISES   3**

Integrates concepts from diverse topics that impact managerial accountants. Introductory lectures are concerned with the legal environment of business, tax regulations and tax planning. Includes focus on nonprofit organizations and international dimensions. (Prerequisite: ACCT 223)

**ACCT 524   MANAGERIAL ACCOUNTING FOR
                    HEALTH CARE INSTITUTIONS   3**

Introduction to accounting methods used by nonprofit health care organizations in the financial planning and control process. Includes cost accounting, cost analysis, budget process, and management of working capital.

BUSINESS

BUS 285   BUSINESS FOUNDATIONS   1

This one-credit course provides students with an introduction to the program by highlighting the mission, goals and objectives of Eastern University, as well as those of the School of Management Studies. Various Diagnostic tests in the areas of writing mechanics, learning styles, professional strengths and personality attributes help the student formulate an action plan for success.

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 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.

BUSA 500   GLOBAL FINANCIAL MANAGEMENT   3
Designed to provide theoretical and practical framework that a financial manager can use to reach decisions in the real world. Contemporary problems in managerial finance illustrate theoretical constructs. (Prerequisites: ACCT 223, FIN 223)

BUSA 517   NONPROFIT FINANCIAL MANAGEMENT
**   AND CONTROL   3**
Designed to give the nonprofit manager/executive the skills and knowledge necessary to understand financial statements and information, to make financial decisions, to design and institute improvements in management control, to determine and work with ethical uncertainties, and to develop and manage the budgeting process. Fund accounting will be explained as a "building block" for nonprofit financial reporting. Issues faced by the chief executive of smaller organizations such as unemployment compensation, workers compensation, and

self-insurance will be covered. The course will primarily use the case-study method. (Prerequisites: ACCT 223, FIN 223)

BUSA 519   FINANCIAL MANAGEMENT OF
**   HEALTH CARE INSTITUTIONS   3**
Using the case study method, the student will analyze eight real-life examples of issues facing the financial manager in the health care setting. Evaluation of each case will include both financial and ethical analysis. Students are required to include an executive summary of approximately 3-5 pages and a financial analysis for each case. Students are encouraged to use a spreadsheet program for financial analysis.

BUSA 531   MARKETING AND PUBLIC RELATIONS
**   FOR NONPROFIT ORGANIZATIONS   3**
Focuses on marketing the services of the nonprofit organization to its intended constituency, making the purpose or mission known to the greater community, and how to use both paid and free media as tools in these endeavors. (Prerequisite: Familiarity with such marketing concepts as the exchange relationship, fundamentals of buyer motivation, market segmentation, wholesale and retail institutions, and the marketing mix and its components.)

BUSA 532   MARKETING RESEARCH FOR
**   HEALTH CARE   3**
Provides the student with an understanding of marketing management which managers of nonprofit health care organizations can use to successfully organize, plan and implement the marketing activities of their organizations. Marketing tools and techniques have practical "real world" applications.

BUSA 541   HUMAN RESOURCE MANAGEMENT FOR
**   NONPROFIT ORGANIZATIONS   3**
Provides current and prospective executives with an understanding of how various management concepts can be applied to both paid and volunteer staff, and the "hands-on" activities involved in managing the human resources department. An emphasis on motivation, leadership, conflict resolution and change management. The functional activities include recruitment and selection, compensation and benefits, and performance appraisal.

BUSA 545   SOCIAL ENTREPRENEURSHIP   3
This is a capstone course where students design a new organization and communicate that design through the creation of a business plan. The student will develop and execute a strategic plan and operational business plan built on proper assessment of organizational mission, needs, and available resources. The student will gain fundamental understanding of the skills in fundraising in diverse culture situations, encompassing defining needs statement and methods of identifying and soliciting sources of funding. Overall this course will focus on organizational start-up, including development of a marketing strategy and business plan. (Prerequisites: ACCT 520, 522 and LDEV 660)

BUSA 571   LEGAL AND GOVERNMENT ISSUES
**   AFFECTING NONPROFIT ORGANIZATIONS   3**
Explores the basic principles of business law such as contracts, liability, and labor law; taxation and the tax exemption process and related reporting requirements; and incorporation and by-laws. Examines the role of government, particularly in cooperation with nonprofit organizations.

BUSA 590 ORGANIZATION OF THE HEALTH CARE SYSTEM 3

This course is intended to be a review of the health care system. Emphasis is on the general, as well as the departmental operations of health care facilities. Factors affecting health status, the current state of health care and the future of the health care system are discussed.

BUSA 603 FUNDRAISING FOR NONPROFIT ORGANIZATIONS 3

Investigation of how to design, implement, and follow up on various methods of fundraising, including foundation proposals, phonathons/telethons, direct solicitation, membership drives, and profit-making ventures in nonprofit organizations.

BUSA 631 MARKET AND OPINION RESEARCH 3

Presentation of the objectives and practices of research methods used to guide and evaluate the marketing of consumer and individual goods. Emphasis on developing and administering opinion surveys and conducting community needs analysis.

BUSA 645 STRATEGIC MANAGEMENT OF NONPROFIT ORGANIZATIONS 3

A study of the planning and analysis of nonprofit organizations using the strategic planning process as a means of assessing past and future, and developing action strategies. The study of efficiency and effectiveness "best practices" is also undertaken.

BUSA 651 ISSUES IN THE NONPROFIT SECTOR 3

This course provides background in ethical theories and decision making as a foundation for focusing on issues specific to the nonprofit sector. The study of standards necessary for a nonprofit organization to operate in an ethical and accountable manner are included. Focus is given to board governance, with a specific study of the issues and challenges for which the well-managed board is responsible, such as finance reporting and fundraising.

BUSA 655 ROLE OF NONPROFIT ORGANIZATIONS IN PUBLIC POLICY 3

This course examines the relationship between nonprofits and state, local and federal governments. Nonprofits interface routinely with the government sector in the joint fulfillment of public policy and often serve as "contractors" for public policy implementation. Practical skills for researching government funding opportunities and writing government funding proposals will be included.

BUSA 675 COMMUNITY RESEARCH AND NEEDS ANALYSIS 3

Students will learn to understand and anticipate the impact of public policy on community life and economic development practice at the macro and micro levels. Each student learns to analyze the regional economy, produces a socio-economic and demographic community profile, and generate a neighborhood retail market feasibility study. (Prerequisite: BUSA 223)

BUSA 681 FIELD RESEARCH PROJECT IN NONPROFIT MANAGEMENT (OR THESIS OPTION) 3

Working a minimum of 125 hours, the student assists an organization with special projects, and acts as a consultant and as a student of how to translate academic knowledge into practice.

A specific plan or document should result. The thesis option must include a complete and comprehensive business plan, including a plan for establishing a working group from the interested constituency, differentiation from similar organizations, securing of media exposure, and determination of short and long-range goals.

BUSA 685 CAPSTONE: NONPROFIT MANAGEMENT 3

This course is designed to help student integrate knowledge, skills and experiential learning from all other courses in the program. In particular, this course will consist of a combination of interactive and independent learning experiences designed to facilitate mastery of the issues, methods and skills required in professional management of non-profits. Students will participate in interactive cases and simulations, as well as develop an original project.

BUSA 692 HEALTH CARE MANAGEMENT AND POLICIES 3

A study of health policy planning, analysis, and management. The course focuses on data resources and requirements; analysis and choices among health policy initiatives; comparative assessments of health policy, public and quasi-public sector decision making; resource allocation planning; and the major tactical, strategic problems faced by a health care manager in applying modern business in health care systems.

BUSA 694 INTEGRATIVE FIELD RESEARCH PROJECT AND THESIS 1-3

Credits are based on clerkship hours each term. May be repeated for additional credit.

BUSA 695 AGING AND LONG-TERM HEALTH ISSUES 3

An overview of aging and the issues which confront the senior citizen in American society. Issues explored include physical, social, economic, and psychological aspects of aging.

BUSA 696 STRATEGIC PLANNING FOR HEALTH CARE SYSTEMS 3

An examination of the current merger and affiliation trends in health care. Current events illustrate ways that health care systems model themselves to compete in a highly competitive market. Issues of quality and performance improvement and the role of regulatory agencies are discussed.

BUSA 697 MEDICAL ETHICS 3

A study of the principles underlying ethical decision making. Explores characteristics of ethical dilemmas, decision-making models, and the socio-legal implications/foundation of bioethics.

BUSA 698 HEALTH CARE LAW 3

The application of legal approaches to health care decision making. The discussion focuses on the predominant relationships in the health care field: physician-patient, hospital-patient, hospital-physician, and hospital-employee. It touches on the following general themes: the changing roles, responsibilities, and prerogatives of health care providers; the attempts to control the provision of health care services by courts, legislators, administrative agencies, and private organizations; and various "flashpoints" of controversy in the health care field.

BUSA 699   ESSENTIALS OF MANAGED CARE
A study of the critical concepts of managed care in a rapidly changing health care environment. An overview of types of managed care organizations, negotiating and contracting, utilization, employing data reports in medical management, changing provider behavior in managed care plans, as well as providing students with the most up-to-date, authoritative information.

BUSA 750   FINANCIAL MANAGEMENT OF
NONPROFITS   3
This course seeks to prepare nonprofit leaders to successfully manage the financial resources of their organization. Budget development, budget monitoring, cash flow statements, balance sheets, 990 reports, and audits are all procedures that the leadership must effectively employ for the success of the organization. Other topics include break-even analysis, ratio analysis, benchmarking, trend analysis, endowments, and strategies for long-term financial planning. Students will actively learn how to access, read, analyze, discuss, and interpret published research and theory on financial issues relevant to their work.

BUSA 760   LEGAL ISSUES IN THE
NONPROFIT SECTOR   3
This course aims to train leaders of nonprofits in the legal requirements of their organizations within the United States. Federal, state, and local statutes are studied, including 501C3 status, 990 reporting, personnel law, liability, etc. A legal topic current in the world of nonprofits, such as the application of the Sarbanes-Oxley legislation, will be explored. Students will review the literature around the topic much as they would write a literature review for their dissertation topic. The review should integrate substantial readings on the topic and research questions. By the completion of this course, students will be able to explain the basic legal requirements of a nonprofit organization to satisfy federal, state, and local agencies and prepare a literature review that can be used as a model for their dissertation work.

BUSA 770   PHILANTHROPY   3
 Sometimes controversial, often challenging, and always illuminating, the issues of money, giving, and caring are pivotal themes in contemporary society. Beginning with its Judeo-Christian roots, this course traces the development of philanthropy, culminating with an examination of contemporary research findings on the subject. Historical analysis of the role of money and charity in society will be balanced with a view of modern philanthropic developments. This course will introduce students to the ideas and writings of the most influential thinkers on the subject while offering an examination of the different modes and styles of giving and the generational, cultural, and sociological forces that impact donor behavior. We will also explore the challenges that confront voluntarism and philanthropy. Students will develop an appreciation of the role of money and philanthropy in society from classical, historical, and Biblical perspectives.

BUSA 780   HUMAN RESOURCE MANAGEMENT
FOR NONPROFITS   3
Effective human resource management is a critical aspect for the success of a nonprofit organization. Among the topics to be discussed in this course are: staff planning, hiring and firing, assignment and orientation, development and promotion, incentives and rewards, policies and procedures, evaluation and accountability, and grievances and conflict resolution. By the completion of this course, students will be able to implement effective advertising, recruitment, hiring, and orientation processes and to design a system of quality staff development that includes assessment of needs and evaluation of outcomes.

BUSA 880   EXECUTIVE LEADERSHIP PRACTICE
FOR NONPROFITS   3
The CEO of a nonprofit organization holds a unique leadership role. Competencies in governance, finance, law, personnel, development, and strategic thinking are all expected of the CEO. One of the major questions posed by this course is: How does the CEO best use his or her gifts in the advancement of the organization given the external and internal factors that affect the nonprofit? Students will shadow an effective CEO for 100 hours of mentoring and feedback and will then apply research findings to their observations of the CEO in the organization to which they are assigned. By the completion of this course, students will be able to integrate theory and practice in each of the domains of executive leadership. The practicum espouses a reflective approach to understanding administrative leadership roles through journal writing, evaluations, and self-assessment so that students can discern strengths and weakness in their own professional skills and design a growth plan for their personal and professional development.

COUNSELING PSYCHOLOGY

Foundation course work is prerequisite to graduate level courses. If not satisfied through an accredited undergraduate degree program, the student must fulfill the competencies before initial enrollment at Eastern. Foundation course work does not calculate in the graduate grade point average nor do the credits count toward the graduate degree. A passing grade is a grade of "B" or better.

CNSL 500   INTRODUCTION TO COUNSELING
THEORY, PERSONALITY AND PRACTICE   3
An introduction and overview of the prominent theoretical approaches to counseling will be provided, including the presentation of personality conceptualization underlying various approaches. Each theoretical model will be reviewed in terms of therapeutic process, client/therapist relationship, as well as specific goal and techniques. Theoretical approaches will be critiqued from a Christian perspective. This course is predominantly lecture based with emphasis on student dialogue. Grade of "B" or better required.

CNSL 503   PSYCHOLOGY OF SPECIAL EDUCATION   3
This course is designed to enable students to understand and intervene with special needs students. The course will provide a historical overview of Special Education, including legislation and litigation issues. Students will examine current practices in the field, including classifications/definitions, patterns of behavior, assessment and intervention strategies.

CNSL 504   BIOLOGICAL BASES OF BEHAVIOR/
COGNITION AND LEARNING   3
This course examines how the structure and function of the brain relate to behavior and learning. Course content will

introduce the fundamentals of basic neuroanatomy, neuro-physiology, and neurochemical functioning, and will focus on applying these principles to the study of sensory processes, learning, memory, cognition, and emotion. Topics will also include a review of the biology of psychological disorders, including major affective disorders, anxiety disorders, autistic spectrum disorders and stress disorders, as well as a review of the effects of drugs on the nervous system and behavior.

**CNSL 505   ETHICS AND PROFESSIONAL
                DEVELOPMENT   3**

This course provides a comprehensive orientation to the field of professional counseling and professional development. It includes an in depth study of ethics for counseling profession-als and an exploration of multicultural considerations. Topics also include expectations for graduate level academic skill sets and an emphasis on individual strengths and learning styles.

**CNSL 507   GROUPS FOR CHILDREN AND
                ADOLESCENTS   3**

This course will teach research-based interventions and tech-niques for planning and implementing groups for children and adolescents in both school and clinical settings. Specific areas explored are topic-focused group counseling, group guidance, group process, outcome evaluation and ethics of group coun-seling. Each student is required to plan and conduct several group counseling experiences.

CNSL 511   LIFESPAN DEVELOPMENT   3

This course will review current research in human development across the lifespan. It is a study of the develop-mental changes that occur from conception to death. Special emphasis is given to significant developmental milestones that impact the counseling relationship.

CNSL 513   PSYCHOLOGY OF GROUP DYNAMICS   3

This course is designed to provide a theoretical and practical understanding of the psychology of group dynamics, group behavior and group processes as applied to group counseling. Participation in an in-class group experience is required. Graded Pass/Fail.

**CNSL 514   SCHOOL LAW, ETHICS AND
                PUPIL SERVICES   3**

This course will explore school law, regulations and ethical issues with an emphasis on ethical decision-making. An overview of the philosophy of educational counseling and psy-chological services will be addressed as well as an exploration of other service delivery models in pupil services. Further top-ics include the organizational structure of schools, increasing parental/caretaker involvement and public relations.

CNSL 518   PSYCHOPATHOLOGY AND DIAGNOSIS   3

This course is an advanced study of abnormal human behavior, including a description of symptoms, causes, and treatment. An emphasis is placed on study of the DSM-IV-TR along with case presentations. A Christian view of suffering and pathology is provided. Grade of B or better required.

CNSL 519   FOUNDATIONS OF SCHOOL COUNSELING   3

This course provides a comprehensive overview of education-al counseling services. Professional orientation, design and delivery of curriculum including developmental guidance cur-

ricula, the analysis of program progress and effectiveness, technology for counselors, and contemporary issues also are addressed. Course also includes developing referral resources, learning school conference techniques, and building strong relationships with administration, staff, parents/caregivers and students. Grade of B or better is required.

**CNSL 527   SOCIAL AND CULTURAL FOUNDATIONS OF
                COUNSELING PRACTICE   3**

This course is designed to introduce students to a critical exam-ination of the issues, perspectives, and challenges involved in a multicultural and diverse society. An examination of human differences will be discussed, including racial, ethnic, cultural, socioeconomic, religious, age, sexual orientation, disability issues, and gender differences. Special emphasis will be placed on the development of cultural competence and the explo-ration of ethical issues involved in multicultural counseling.

CNSL 540   SUBSTANCE ABUSE COUNSELING   3

This course will present an overview of the theories of causa-tion and treatment of substance abuse. Students will gain expe-rience and competency in the use of therapeutic interventions and techniques through active observational learning.

**CNSL 541   CRISIS INTERVENTION AND BRIEF
                PSYCHOTHERAPY   3**

This course will examine the theories, models and processes of cri-sis intervention strategies, including critical incident debriefing, risk assessment, and culturally competent mental status exams. Students will also learn the use of resource identification and refer-ral procedures within the context of the mental health care system. In addition to a practical application of the basic theories, princi-ples and techniques of brief psychotherapy will be a focus of this course. Students will practice these techniques with a volunteer client during the semester. (Prerequisite: CNSL 602)

**CNSL 545   CAREER DEVELOPMENT THEORY
                AND PRACTICE   3**

A survey of theories and practices relating to career development with children, adolescents, and adults in the context of changing economic, psychological, social, and educational contexts. (Pre-requisite: CNSL 500)

**CNSL 551   GRIEF AND LOSS: UNDERSTANDING
                GRIEF ISSUES TODAY   3**

This course will explore from a psychological perspective some of the changes that have occurred in the last one hundred years of the American experience of grief and loss. It will reveal what the various roles of psychological theory and therapy have played in our understanding and expression of grief and its dynamics. It will also explore current models of grief counsel-ing, specifically as they are adapted to a multicultural society. (Prerequisite: CNSL 500)

**CNSL 552   UNDERSTANDING AND COUNSELING
                MEN AND BOYS   3**

This course is designed to introduce students to a critical exam-ination of the psychological and psychodynamic issues and perspectives presented by men and boys, including the inter-action of culture and masculinity. It will also help students for-mulate strategies for working with men and boys in clinical settings. The course also integrates Biblical and theological concepts with psychological and clinical insights. Special

attention will be paid to current research and literature on masculinity and male issues. (Prerequisite: CNSL 500)

CPSY 553   RELAXATION TRAINING AND
**   TREATMENT APPLICATIONS   3**
The course is designed to introduce students to relaxation training as a major component in behaviorally based interventions for anxiety, stress, pain disorders, and cardiovascular diseases. Students will learn an empirically and clinically tested relaxation technique called "Behavioral Relaxation Training" (BRT) and how the technique can be applied to clinical counseling.

CPSY 555   THE PSYCHOLOGY OF WOMEN:
**   AN OVERVIEW   3**
This course examines the meanings, assumptions, and roles attached to being female in Western Society and explores these constructs from a global perspective as well. The overview will include the prevailing theories regarding who the female is and how she is understood in the cultural matrix of the West, both historically and contemporarily. A critical examination of these ideas from a Christian perspective will be presented including a critical analysis of females as portrayed in current film, music and research. Therapeutic modalities and techniques will also be discussed.

CNSL 575   RESEARCH DESIGN/STATISTICS   3
Analysis of major types of social science research, familiarization with biographical sources and literature survey procedures; evaluation; implication and application of research; basic statistics; survey of computerized statistical programs; and practice in common statistical and research procedures.

CNSL 590   MARRIAGE AND FAMILY THEORY
**   AND THERAPY   3**
This course will present an overview of the major theories, issues, and current research in family systems theory. These theories will include some of the major contributors to the field: Murray Bowen, Salvador Minuchin, Carl Whitaker, Virginia Satir, Ivan B. Nagy and others. Object Relations marriage and family therapy and other psychotherapeutic approaches will be discussed.

CNSL 601   INTRODUCTION TO CHILD AND
**   ADOLESCENT COUNSELING   3**
This course introduces the theory and practice of brief and long-term research-based counseling interventions with children and adolescents. Students will demonstrate counseling skills with child and adolescent volunteer clients recruited by the student. Learning to build effective partnerships with caretakers, school personnel and other mental health professionals to promote success in the lives of children and adolescents will be addressed. Grade of B or better required. (Prerequisite or co-requisite: CNSL 500)

CNSL 602   TECHNIQUES OF COUNSELING AND
**   PSYCHOTHERAPY   3**
This introductory clinical skills course is a practical application of the basic theories and techniques of adult individual psychotherapy. An overview of the counseling process is presented, and foundational therapeutic skills (of establishing the therapeutic alliance, use of the self, listening, empathizing, and promoting client insight) are demonstrated and practiced in class. Students

also conduct a course of therapy with a volunteer client and participate in both peer and professional supervision. A grade of B or better is required. (Pre-requisite co-requisite CNSL 609)

CNSL 609   PERSONALITY DYNAMICS AND
**   PSYCHOSOCIAL ASSESSMENT   3**
This course is designed to provide students with a comprehensive framework for understanding the development and psychodynamics of human personality structure and functioning, including an understanding of basic types of personality/character organization or style. The course will provide students with an assessment framework for understanding personality dynamics through the use of cognitive, object-relational, affective and behavioral dynamics at both conscious and unconscious levels. The course will also integrate Biblical and theological insights, as well as cultural issues that affect personality dynamics. Grade of B or better required. (Prerequisite: CNSL 511)

CNSL 611   INTRODUCTION TO ASSESSMENT   3
This course surveys the major concepts in assessment, including the social, legal, and ethical issues involved in construction, selection, administration, scoring, and interpretation of psychological tests. Students will be introduced to the major categories of assessment instruments and to representative instruments in each category. A grade of B or better is required for School Psychology students to progress to CNSL 615. Materials fee applies.

CNSL 612   PSYCHOTHERAPY WITH BORDERLINE
**   PERSONALITY   3**
This course will give students an overview of the Borderline condition and of the various psychological and theoretical explanations of Borderline Personality Disorder. It will provide a solid working framework for understanding Borderline clients in a clinical context, drawing from psychoanalytic, cognitive, psychoeducational, family and group approaches. Through the use of vignettes and case study material, it will also help students to begin to make a thorough evaluation of the various therapeutic approaches to treatment of the Borderline client.

CNSL 614   CASE CONCEPTUALIZATION AND
**   COUNSELING STRATEGY   3**
The course will provide principles, models and methods of biopsychosocial assessment to aid in case formulation and treatment planning. Students will have opportunities to gain skills in assessment and strategy selection via in-class demonstration, roles plays and practice with clients. A grade of B or better is required to pass. (Pre-requisites: CNSL 500, 518, 602, 609)

CNSL 615   ASSESSMENT FOR INTERVENTION I   3
This course will provide school psychology students with the knowledge and skills needed to administer, score, and interpret individually administered tests of intelligence/cognitive abilities and achievement. Students will be trained to communicate assessment results and to use assessment results to plan interventions. Additionally, students will learn response to intervention procedures. Grade of B or better is required to progress to CNSL 616. Lab fee applies. (Prerequisite: CNSL 611)

CNSL 616   ASSESSMENT FOR INTERVENTION II   3
This course will provide the student with advanced skills in administering and interpreting developmental, cognitive, perceptual-motor, adaptive, achievement, and other processes measured in a psycho-educational assessment. In addition, students will be trained to recognize how issues such as ethnicity, SES, medical conditions, gender and linguistic and cultural diversity affect student functioning. Continued practice in communicating assessment results and forming intervention plans will be addressed. Grade of B or better is required to progress to CNSL 623. Lab fee applies. (Prerequisite: CNSL 615)

CNSL 617   CONSULTATION AND BEHAVIOR
**   SUPPORT STRATEGIES   3**
This course introduces the theory and practice of consultation, behavior support and advanced counseling techniques in the schools. Students demonstrate consultation skills, learn applied behavior analysis, practice progress monitoring, develop behavior intervention plans, use research-based intervention strategies, and observe and critically review classroom environments and instructional approaches for diverse student populations. (Prerequisites: CNSL 500, 503, 511, 514)

CPSY 620   ADVANCED CHILD AND ADOLESCENT
**   COUNSELING   3**
This course is the second of two courses designed to equip students with the skills and knowledge they need to provide effective counseling interventions for children and adolescents. This course focuses on advanced, research-based counseling strategies applied to specific mental health problems that are common to school-aged populations. Students will demonstrate counseling skills with child and adolescent volunteer clients recruited by the student. Grade of B or better Required. (Prerequisite: CNSL 601)

CNSL 623   ASSESSMENT FOR
**   INTERVENTION III   3**
This course will continue to teach advanced skills in administering various assessment measures and the interpretation and integration of the findings from multiple measures. Students will be trained to administer, score and interpret numerous standardized behavioral rating scales and neuropsychological assessments. Students will continue practice in communicating assessment results and forming intervention plans. Grade of B or Better is required. (Prerequisite: CNSL 616). Lab fee applies.

CNSL625   PRACTICUM IN PSYCHOTHERAPY
**   INTEGRATION   3**
This advanced clinical skills course builds upon the foundations of previous theoretical courses and the basic skills introduced in CNSL 602. The focus is on forming interventions that enrich the clinical dialogue through integration and application of techniques from across the field of counseling practice. Skills will be demonstrated and practiced in class, and students will conduct a course of psychotherapy with a volunteer client. The course also requires a field placement of 100 hours in an approved clinical setting. A grade of B or better is required. (Pre-requisites: CNSL 500, 602, 609)

CNSL 627   PRACTICUM IN SCHOOL PSYCHOLOGY   3
This course combines a minimum of 75 hours of on-site field experience as well as weekly classes to support and train the practicum student prior to beginning the internship in school psychology. Students will be exposed to the range and depth of school psychological services including regular and special education, refining assessment and report writing skills. Grade of B or better is required. (Prerequisite or co-requisite: CNSL 617, 623)

CNSL 628   SCHOOL PSYCHOLOGY INTERNSHIP I   3
To be eligible for this course, the student must have approval of department and be in "Good Academic Standing." Internship I requires a minimum of a 500-hour supervised experience as a school psychology intern in an approved setting as well as weekly classes to support and train the intern. Both individual and group supervision will be provided. Graded Pass/Fail. (Prerequisite: CNSL 627)

CNSL 629   SCHOOL PSYCHOLOGY INTERNSHIP II   3
Internship II requires a minimum of 500-hours supervised experience as a school psychology intern in an approved setting as well as weekly classes to support and train the intern. Both individual and group supervision will be provided. Graded Pass/Fail. (Prerequisite: CNSL 628)

CNSL 634   SCHOOL COUNSELING PRACTICUM   3
This course is designed to prepare students for field placement. Students will observe and participate in a variety of educational counseling experiences. Students with a background in education are to complete the required 60 hours of assigned pre-practicum experiences. Non-educators are required to complete an additional 15 hours of classroom observation. Appropriate documentation of all assigned experiences is required. Grade of B or better required. (Prerequisites: CNSL 503, 507, 514, 611; Corequisite: CNSL 519)

CNSL 635   ELEMENTARY SCHOOL COUNSELING
**   INTERNSHIP   3**
In order to be eligible for this course, the student must have approval of the department and be in "Good Academic Standing." The practicum is a 300-hour supervised experience in an approved elementary setting that emphasizes skills relevant to educational counseling. Group and individual supervision provided. Ethical considerations are reviewed. Graded Pass/Fail. (Prerequisite: CNSL 634)

CNSL 637   SECONDARY SCHOOL COUNSELING
**   INTERNSHIP   3**
In order to be eligible for this course, the student must have approval of the department and be in "Good Academic Standing." The practicum is a 300-hour supervised experience in an approved secondary setting that emphasizes skills relevant to educational counseling. Group and individual supervision provided. Ethical considerations are reviewed. (Prerequisites: CNSL 545, 634)

CNSL 653   APPROACHES TO CHRISTIAN
**   COUNSELING   3**
This course will help students begin to develop a cohesive approach to counseling that integrates who they are with psychological principles and Christian theology. The course includes a careful exploration of Christian and other spiritual issues as they relate to treatment interventions in professional counseling. Ethical issues in the context of populations from diverse worldviews are also considered.

CNSL 675   CLINICAL INTERNSHIP AND SEMINAR I   3
To be eligible for this course, the student must have approval of the department and be in "Good Academic Standing." Internship I requires a minimum of 300 hours of supervised training in an approved clinical setting. Both individual and group supervision is provided. Seminar topics are drawn from student field placement experiences, and include: professional roles and functions, ethical and legal standards, and strategies for working with diverse populations. Graded Pass/Fail. (Prerequisite: CNSL 625)

CNSL 676   CLINICAL INTERNSHIP AND SEMINAR II   3
The second part of the internship also requires a minimum of 300 hours of supervised experience in an approved clinical setting. Both individual and group supervision is provided. Seminar topics include professional credentialing processes, career development, and professional self-care. Graded Pass/Fail. (Pre-requisite: CNSL 675)

CNSL 680   RESEARCH PROJECT   3
This course focuses on applying basic research principles to an empirical research project in the field of counseling. The types of projects include but are not limited to survey research, quasi-experimental/true experimental research, single-subject research, and program evaluation. The final format of the project can be a thesis, a research report, or a manuscript ready for professional journal submission. Graded Pass/Fail. (Prerequisite: CNSL 575)

CPSY685   CURRENT TOPICS IN SUPERVISION
**   AND ETHICAL ISSUES   1, 2 OR 3**
This course provides training for clinical counseling supervisors who have responsibility for directing the training and developing the competencies of graduate students in their respective areas of study. Supervisors will develop and demonstrate an integration of supervision theory and skills by utilizing a guiding theory of supervision to supervise practicum/internship students in session, case management, report writing and ethical and legal conduct. This course allows supervisors to work toward graduate level validated learning credit (1-3 credits per semester). May be repeated for additional credit.

CPSY686   CURRENT TOPICS IN EFFECTIVE
**   SCHOOL INTERVENTIONS THAT**
**   IMPROVE STUDENT CONDUCT AND**
**   SOCIAL SKILLS   1, 2 OR 3**
This course provides training for school psychology supervisors who have responsibility for directing the training and developing the competencies of school psychology graduate students. Supervisors will learn and train the supervisee about effective interventions that improve student conduct and social skills. Supervisors will demonstrate and train their supervisee to gain an understanding of how school psychologists can begin to implement proactive interventions that create a productive and distraction-free classroom environment. This course allows supervisors to work toward graduate level validated learning credit (1-3 credits per semester). May be repeated for additional credit.

CPSY687   CURRENT TOPICS IN EFFECTIVE
**   MULTICULTURAL SCHOOL COUNSELING**
**   INTERVENTIONS   1, 2 OR 3**
This course provides training for school counseling supervisors who have responsibility for directing the training and developing the competencies of school counseling graduate students.

Supervisors will learn and train the supervisee about culturally appropriate counseling and interventions and how to develop and promote effective school, family and community partnerships. Supervisors will demonstrate and train their supervisee to gain an understanding of how school counselors can begin to close the achievement gap for ethnic minorities based on a social justice approach. This course allows supervisors to work toward graduate level validated learning credit (1 – 3 credits per semester). May be repeated for additional credit.

ECONOMICS

ECON 511   GLOBAL MACROECONOMIC ANALYSIS   3
An analysis of the working of a market-directed economy as a whole. Topics include a study of how economic forces and policies affect total income and output, employment, and the general level of prices; consumption and investment; unemployment, inflation, and the trade-off between them; economic growth; monetary and fiscal policies; interest rates; foreign exchange rates and international trade. Emphasis on using the tools of macroeconomic analysis to understand problems in today's world. (Prerequisite: ECON 223)

ECON 512   MANAGERIAL ECONOMICS   3
The integration of principles from various fields of business and economics, with an emphasis on management decision making and policy formation. Also involves integration of theory, methodology and analytical tools for the purpose of making decisions about the allocation of scarce resources in public and private institutions. Focuses on basic economic concepts in the areas of consumer behavior, production and cost, pricing and structure of the economy. (Prerequisites: BUSA 223, ECON 223)

ECON 513   ECONOMIC DEVELOPMENT OF
**   DEVELOPING COUNTRIES   3**
The purpose of this course is to develop a better understanding of the macroeconomic problems of developing countries, theories of economic development and methods and techniques needed to resolve problems, promote growth, and meet the needs of developing nations at national and global levels.

ECON 514   URBAN ECONOMICS   3
Analysis of major economic problems of urban-suburban areas: taxation, financing of urban services, education, transportation, residential and industrial development, recreation and parks, and metropolitan planning. (Prerequisite: ECON 223)

ECON 522   HEALTH CARE ECONOMICS   3
Using the case study method, students examine and analyze real-life examples of issures facing the health care manager in the health care setting. The process of evaluation includes both economic and ethical analysis.

ECON 613   THE WORLD ECONOMY IN TRADE   3
Designed to familiarize students with the international environment in which businesses operate. Students acquire an awareness of, and an appreciation for, the diversity and complexity of the international environment. The course is about markets (the economic dimension), power (the political dimension), and culture (the social dimension) under conditions of global interdependence. (Prerequisite: ECON 223)

ECONOMIC DEVELOPMENT

EDEV 500   COMMUNITY ORGANIZING   3
This course will develop a Christian framework for community organizing, as well as an understanding of the basic process and skills used in community organizing. The student will be introduced to the principles for entering and mobilizing an urban neighborhood or other community with the goal of self-determination and empowerment. These principles will be underscored through theological and biblical reflection on an incarnational model of community work. Skill development will occur in the student's own context through assigned interviews, exercises and analysis.

**EDEV 520   CROSS-CULTURAL SKILLS AND
                UNDERSTANDING   3**
This is a course in the study of culture, and culture's relevance for development work. Communication, language, socio-political structures, economic systems, and religion will all be investigated with a view to helping students (1) find their roles as developers, (2) envision and implement change that is culturally appropriate, and (3) challenge local structures that are unjust or anti-Christian.

EDEV 534   APPLIED FINANCE   3
This course will provide Christian Economic Developers with the theoretical and practical framework needed to reach financial decisions in a for-profit or nonprofit organization. The course focuses the application of theories, skills, and financial tools utilized by the social entrepreneur in starting, building, and implementing a successful organization with a sound financial plan. The course will cover financial practice and analysis, including financial statements, ratios, taxes, cash flows, capital budgeting, financing, and financial planning.

EDEV 540   LEADERSHIP AND EMPOWERMENT   3
The student will draw together group dynamics, leadership/ followership, corporate purpose organizational behavior, and motivate common vision consistent with values, hopes and dreams. The student will develop skills in empowering others to work together so that each person is both productive and fulfilled. This process will be understood through a person's dominant leadership style based on temperament, and will facilitate team building by adaptations where necessary to those of different temperaments.

**EDEV 545   NEIGHBORHOOD ECONOMIC
                DEVELOPMENT   3**
This course will explore biblical basis, historical perspective, current trends and models of asst-based neighborhood economic development. It will focus on role of cities and city governments in faith-based and community-based economic development, need for neighborhood vision and community organization, how to initiate a program or project, and relation of such projects to welfare-to-work, daycare and other support activities. (Prerequisite: 15 completed credits)

**EDEV 590   PROGRAM PLANNING, MANAGEMENT,
                AND MARKETING   3**
This course will review the history, theoretical underpinnings, and practice of program and project planning, monitoring, implementation, and evaluation in non-profit and official development organizations. It also covers the corresponding grant-writing, fundraising, and marketing methods, tools, strategies and techniques for such programs. Heavy emphasis is placed on a hands-on learning approach, while stressing the importance of understanding and critiquing the conceptual frameworks on which these practices rely.

EDEV 610   HOUSING AND ECONOMIC DEVELOPMENT   3
This course will provide graduate students with an understanding of urban housing markets and the process by which affordable urban housing is developed. Students will learn the development process from site selection to project feasibility analysis to financing and through construction. Students will learn the fundamentals of residential property management. Leaving the course, students should have the basic skills required for actualizing an affordable urban housing development proposal.

EDEV 620   ADVANCED COMMUNITY ORGANIZING   3
This course uses the Bible to understand how power works in the worlds of politics, business, education, social services and religion – both in its legitimate and illegitimate exercise either to maintain the dominant establishment or to empower the people. The course will formulate how the people of God can undertake power ministries in order to work effectively for the empowerment of the poor and of the church. Included in this course will be the development of the skills of students in three areas of community organizing: 1) methodologies for organizing for successful actions and projects; 2) building strong community leaders; and 3) creating a sense of community which will unite the people under a common vision and spirit. EDEV 500 or training by a recognized community organizing network is required as a prerequisite for this course

EDEV 630C   PUBLIC POLICY   3
This course introduces students to the knowledge and skills appropriate for making effective and responsible policy decisions as well as influencing the policy process to address social problems. The course will explore key concepts, models, and tools required to understand the policy process in various countries. Topics to be covered include the policy environment, policy making process, policy analysis and policy implementation.

EDEV 640   COMMUNITY DEVELOPMENT   3
This course introduces the concepts of community and community development, paying some special attention to development in and development of community. It tackles different approaches to community development such as problem/needs, asset- based, and relational and draws on biblical insights to explore the implications of the nature of the war between evil and good for the challenges in community religious, political, economic, social, and cultural systems. The course addresses how communities can redeem and transform themselves, paying special attention to the building relationships of power among community members through biblical community organizing, and how this process involves the sourcing, mobilization, and utilization of its resources, assets, and goods.

EDEV 690   WISDOM: ITS ACQUISITION AND PRACTICE 3
This is a seminar in theory and application in how to create a more ethical society through an understanding of wisdom. Traditional education, and the intellectual and academic skills it provides, furnishes little protection against evil-doing or, for that matter, plain foolishness. Why is it that the greatest evil in

the world seems to be perpetrated by the educated? Knowledge is not the answer to the world's problems; wisdom is. Wisdom enables people to know how to use the knowledge education and life experiences provide. The course seeks to understand wisdom: what it is, how it is acquired, and how it is practiced. Its purpose is to provide students with a historical, cultural, practical, and spiritual framework for the emergence of wisdom, thereby empowering students to become moral and ethical change agents in today's world. Students will be asked to develop a personal ethical covenant for wise living.

EDEV 691   MICROECONOMIC ENTREPRENEURSHIP I   3
This course is an advanced course that will synthesize skills in research, analysis, finance, management, community assessment and organization, by having students learn to implement an Economic Development consultation. Students will develop a Business Plan, utilizing micro-economic entrepreneurship as a tool to change the economic status of a community. Students will expand their skills by working as part of a consultant team with a local organization. It is anticipated that this course will provide graduate students with applied, hands-on skills and a knowledge of successful micro business planning, that they will use this semester and next in their Community-Based Development Training (CBDT Internship) and Microeconomic Entrepreneurship II.

EDEV 692   MICROECONOMIC ENTREPRENEURSHIP II   3
This course is consulting internship that meets the requirement for finalizing the student's Community Based Development Training (CBDT). The advanced graduate student will develop a complete Business Plan, Strategic Plan or Program Plan for a Church-Based Economic Development Project, Community Development Corporation, Community Based Organization or another approved project. In this course, the student must demonstrate competence in skills and knowledge of successful micro-entrepreneurship.

EDEV 695   INTRODUCTION TO MICROFINANCE   3
The goal of the course is to help the student gain a practical understanding of the fundamental concepts of microfinance, assessing customer needs and expectations; designing new products and delivery mechanisms; the various lending methodologies; the debate around regulation and supervision; assessing the quality of the portfolio; gauging financial viability; addressing governance and cultivating effective donor relations.

EDEV 696   MARKET DEVELOPMENT FOR MICROENTERPRISES   3
This course reviews the roles that support markets and their development play in poverty reduction. It covers current theory, best practices and debates in the Market Development arena. It also provides supporting information in the form of case studies from the field, and interviews with theorists and practitioners.

EDUCATION

Foundation course work is prerequisite to graduate-level courses. If not satisfied through an accredited undergraduate degree program, the student must fulfill the competencies within the first 12 months of initial enrollment at Eastern. Foundation course work does not calculate in the graduate grade point average nor do the credits count toward the graduate degree. A passing grade is a grade of "C-" or better.

EDU 200/500 A CHRISTIAN PERSPECTIVE ON THE SOCIAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION   3
This course looks at the social and philosophical foundations of education from a distinctly Christian point of view. It aims to give a historical perspective to modern education by an in-depth study of significant contributors to educational theory.

EDU 201/501 ISSUES IN 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. (Prerequisite: EDU 200/500)

EDU 303/503 EDUCATION AND ASSESSMENT OF EXCEPTIONAL STUDENTS   3
This course is designed to present traditional procedures employed in the referral, screening, assessment, identification and placement of exceptional children. Also included is the development of Individual Educational Plans (IEPs) to insure appropriate educational programming. Emphasis will be on inclusive assessment techniques. Students will examine and administer formal and informal assessments and develop an IEP. Alternative assessment techniques will also be explored. A field placement of two hours per week is required for this course. (Prerequisite: EDU 201/501 or permission of instructor)

EDU 504   MUSIC FOR CHILDREN   3
A workshop approach to music methods and materials for children. Course study includes exploration of how to use music creatively and basic music elements and notation. Appropriate curriculum is researched.

EDU 405/505 CLASSROOM PROCEDURES AND TEACHING TECHNIQUES FOR MULTI-HANDICAPPED   3
A hands-on experience in techniques for teaching the multi-handicapped and severely retarded. Specialized techniques will include behavior management, task analysis, using adaptive equipment and prosthetic devices, prompting and cuing, augmentative communication systems, positioning and handling, and inclusion techniques. (Prerequisite: EDU 501 or permission of instructor)

EDU 207/507 CHILD/ADOLESCENT AND EDUCATIONAL PSYCHOLOGY   3
This course provides a study of individual development from childhood to young adulthood and investigates the implications of physical, cognitive and psychological development in educational settings. Major developmental and psychological theories and research relevant to teaching and learning are explored. Content areas include child and adolescent growth and development, conflicts and issues associated with different developmental levels, learning and cognition, approaches to instruction, cultural and socioeconomic diversity, motivation, and evaluation and assessment of student learning. The emphasis will be on the practical relevance of this material for elementary and secondary educational settings. Graduate students will find this course useful in helping them improve their understanding of general learner characteristics and in knowing the scientific and sociopolitical foundations of teaching and learning.

EDU 509   SEMINAR IN SECONDARY EDUCATION   3
A comprehensive approach to methods and materials appropriate for teaching adolescents. This will include field experiences with the major academic area in the middle/secondary schools.

**EDU 512   TEACHING ENGLISH AS
                A SECOND LANGUAGE   3**
The methodology for teaching English as a Second Language, especially appropriate for the classroom teacher who has non-English speaking students in the classroom.

**EDU 513   TEACHING OF FOREIGN LANGUAGE AND
                ENGLISH AS A SECOND LANGUAGE   3**
Includes the methodology for teaching French, Spanish and English as a Second Language for teachers of foreign language. This course should only be taken by students who plan to teach French or Spanish.

**EDU 514   THEORIES OF SECOND
                LANGUAGE ACQUISITION   3**
This course provides graduate students preparing for certification in ESL a thorough understanding of the theories of second language acquisition (SLA) and an introduction to the types of research conducted to ascertain what factors have an impact on the acquisition of a second language. Studying what processes and conditions appear to facilitate the learning of a second language will help the future language professional approach the teaching of the second or foreign language in an informed manner, able to recognize the possibilities and limitations of learning the target language in a classroom situation. Students will design a small research study, collect data, analyze it and report to the class on their findings.

**EDU 516   TEACHING MATHEMATICS –
                SECONDARY LEVEL   3**
A variety of activities to facilitate the development of competent mathematics teachers, and knowledge related to the development and implementation of strategies for teaching mathematics.

EDU 417/517   MULTICULTURAL EDUCATION   3
This course will focus on the concept and implication of race and ethnicity from global perspectives, examining how different cultures and societies categorize and label people on the basis of physical and culture differences and how the global practices compare with those in the United States. This course will also probe into the historical root of racism and ethnic prejudice in this country and the implication of racial and ethnic discrimination in education, specifically in curriculum development. Students will complete a research paper on a related topic.

EDU 521   STATISTICS   3
Introduction to statistical techniques. Topics include descriptive methods, probability distributions, sampling and data collection, hypothesis testing, regression, correlation and forecasting methods.

**EDU 528   EARLY CHILDHOOD EDUCATION:
                PRINCIPLES AND PROCEDURES   3**
Discussion of current theories of early childhood education including Montessori method, Piaget approach, Progressive Movement, Behavioral Approach, and others. Models of preschool programs described: infant programs, day care, Head Start/Home Start, parent/child centers, programs for the handicapped, and others. A research paper is required.

**EDU 529   EARLY CHILDHOOD EDUCATION:
                CURRICULUM AND ASSESSMENT   3**
Emphasis on creating an environment conducive to early learning with reference to major early childhood program models and related classroom materials. Methods for assessment will be discussed and utilized with preschool children and programs. A research paper is required.

EDU 231/531 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 an evaluation of educational software. A hands-on course based in the computer lab. No computer expertise is required.

EDU 535   URBAN EDUCATION   3
This graduate seminar is designed to enable students to examine major issues in urban education from historical, political, economic, and social perspectives. Students read, research, and critique commentaries on some of the enduring concerns affecting urban communities and schools, explore contemporary impediments to educational equity, and discuss solutions posited by leading scholars in the field.

EDU 540   TEACHING IN THE CHRISTIAN SCHOOL   3
A study of the philosophy of the Christian school movement and the integration of faith and learning for such institutions. The implementation of Bible studies into everyday life through drama, discussion, flannetgraphs, art, music, choral renditions, puppetry, role playing and identification will be explored.

EDU 545   EDUCATION IN A GLOBAL CONTEXT   3
In this graduate seminar students will explore important concepts and trends affecting educational leadership as globalization accelerates. The course will focus on three strands of educational disciplines relevant to globalization: global education, international education, and comparative education. From the perspective of global education, students will critically examine the effects of globalization on education and explore various possibilities to reach the global community. From the perspective of international education, students will assess various internationalizing efforts in curriculum and institutional reform. From the perspective of comparative education, students will compare various educational systems from the world utilizing case studies from the anthropological, sociological and educational literature.

EDU 250/550 FIELD EXPERIENCE   3
A full-time field experience in a school requiring a minimum of 90 hours as a teacher's aid. The student must keep and submit a log of the experience. Students have an opportunity to work in a variety of situations from elementary children to college students. This course will be taken by those students who do not have teaching experience. There may be a combination of settings if approved by the Education Department.

EDU 250/550 FIELD EXPERIENCE: SPECIAL EDUCATION 3
A full-time, 90-hour experience for all special education certification candidates. Under the supervision of a certified special education teacher, and with the approval of Eastern's Director of Special Education, students may work in no more than three educational settings, including one inclusive setting as a teacher's aide. Assignments will include, but not be limited to, developing informal assessments and behavior management programs, IEPs and an in-depth research project.

**EDU 570   LITERATURE FOR CHILDREN AND
              ADOLESCENTS   3**

An introduction to important books written for juveniles and their use in meeting the needs of young readers. Principles of selection and important sources of information about preschool through adolescent multicultural literature will be explored.

EDU 371/571 TEACHING MATH, SCIENCE AND HEALTH   3

This class looks at contemporary methods of teaching mathematics, science and health for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Approximately 10 hours of classroom observation is required.

**EDU 372/572 TEACHING LANGUAGE ARTS AND
              SOCIAL STUDIES   3**

This class looks at contemporary methods of teaching language arts and social studies for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. Approximately 10 hours of classroom observation is required.

**EDU 581   METHODS OF NONVERBAL
              COMMUNICATION IN THE CLASSROOM   3**

An overview of alternative augmentive communication systems, i.e., signing, language boards, gestures, computers, adaptive devises. Assessment, interventions and related services will be examined, as well as psycho-social issues and inclusion techniques. A 20-hour observation is required.

**EDU 382/582 METHODS OF CLASSROOM
              MANAGEMENT   3**

Classroom management techniques for pre-service and in-service teachers. Emphasis will be placed on inclusive techniques utilizing various strategies and specific interventions from the strategies, therapeutic and preventive measures will be examined. A 20-hour observation/field placement in an approved setting provides an opportunity for observing and implementing classroom management strategies in inclusive settings.

**EDU 383/583 EARLY INTERVENTION IN
              INCLUSIVE SETTINGS   3**

Practical and useful procedures for working with special needs infants, young children, and their families. Emphasis is placed on importance of social, cognitive and sensory motor development, and appropriate service delivery in an inclusive setting, as required by major legislation mandates. A field observation of at least 2 hours per week (20 hours total) in an approved classroom or agency is required. This may be completed in conjunction with any Education methods or Special Education course. (Prerequisite: EDU 201, 501)

EDU 588   PRINCIPAL AS INSTRUCTIONAL LEADER   3

This course prepares students to understand the principal's role as chief academic officer of the school and guardian of quality instruction in the multicultural school. Students will develop skill in analyzing need, articulating curriculum standards, affirming sound pedagogical practices, initiating planning strategies and overseeing the supervision process. Twenty hours of internship under the supervision of an experienced principal are required.

EDU 590   THE PRINCIPALSHIP   3

An historical perspective is used to shape current understanding of the school leader as manager of change. Students will examine research and practices related to decision making, conceptualizing, planning, policy administration, motivation, community relations, evaluation, inter-group relations and school climate. Twenty hours of internship are required under the supervision of an experienced principal.

EDU 592   THE SUPERINTENDENCY   3

This course considers roles, relationships and responsibilities of the chief school administrator and central office staff. Emphasis is placed on the intellectual and practical skills necessary for the successful superintendent to lead a public school district. Topics include analysis of relevant political, economic and social factors; identification of academic excellence; clarification of organization structure; recognition of decision-making patterns; necessity of vision and action planning; strategies of consensus building. Twenty hours of on-site field work are required.

**EDU 598   LEADERSHIP MODELS FOR
              EFFECTIVE EDUCATION   3**

Management theory and skills are applied to developing leadership for real-life educational situations. Operational leadership skills will emphasize conceptualizing, planning, implementing projects and designing strategies for managing change effectively. Topics will include leadership style, context analysis, vision and mission, consensus building, interpersonal skills, team building, problem-solving, decision-making and the ethical culture. Of particular sensitivity will be applying leadership to multicultural global urban contexts. Twenty hours of on-site internship are required.

EDU 600   EARLY LITERACY FOUNDATIONS   3

This developmental literacy course will focus on beginning reading and the interrelated language arts to meet the requirements for the reading specialist certification. 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. The scope of the course covers a historical perspective, theories of reading, literature-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 (Pre K-3) for a minimum of 10 hours during the semester and present a reading strategy or method to a teacher and/or parent in the field.

**EDU 401/601 LITERACY FOUNDATIONS FOR
              INTERMEDIATE GRADES   3**

This developmental 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, and 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.

EDU 602   READING AND LEARNING DIFFERENCES   3

This course will focus on the physiological, psychological, sociological, neurological, and educational factors contributing to

literacy acquisition and cautions about labeling children and youth. Students will explore various theories, research findings, and diagnostic procedures along with portfolio assessment. A resource file will be developed for future use. The student will be guided in writing an Individual Educational Plan (IEP), diagnostic with remediation procedures, for student(s) with severe learning disabilities related to literacy. Students will demonstrate understanding of the components and procedures adopted by PSSA. The student is expected to conduct reading assessments and write a case study on a youngster including an IEP. (Prerequisite: EDU 600 and 601)

EDU 603   READING STRATEGIES FOR MIDDLE
**   AND SECONDARY CONTENT AREA   3**
This course will focus on expository reading development in content areas such as language arts, mathematics, science, social studies, and music, as well as the use of literature to supplement content texts. Emphasis will be given to the reading process and effective teaching practices that aid students' comprehension, vocabulary, critical thinking, studying, and writing. A variety of current research literature will also be reviewed. This is a course for Reading Specialists, middle level, and secondary education majors that meets state standards for certification in a content area. Students will create a portfolio of reading strategies that may be employed before, during, or after reading a middle level or secondary level content area textbook.

EDU 604   ASSESSMENT, INTERVENTION, AND
**   REPORTING OF LITERACY PROGRESS   3**
This course should be taken following Reading and Learning Differences. It will expand the students' knowledge of ongoing diagnostic instruction through the use of testing and observation. Focus will be given to effective home/school partnerships by communicating results and recommendations with parents as well as modeling a reading strategy or method for the parents to enhance the literacy development of their children. The student will learn to administer the Woodcock Diagnostic Reading Battery Complete (WDRB) and the Slosson Intelligence Test, Third Edition (SIT-R3) and the Kaufman Brief Intelligence Test, Second Edition (K-Bit2). The student will examine various informal reading inventories (IRIs), curriculum-based assessments, spelling assessments, literacy self-perception, and literacy attitude assessments. Pennsylvania System of School Assessment (PSSA) procedures for assessment of reading and writing will be included. Hearing and vision screening will be discussed. The student will write an evaluative report and collaborate with colleagues. (Prerequisite: EDU 602)

EDU 606   MULTICULTURAL LITERATURE AND
**   CURRICULUM   3**
This course is designed for education majors and graduate students interested in teaching literacy in our culturally and linguistically diverse school populations as well as teaching homogeneous groups the importance of multicultural literature. Emphasis will focus on the theoretical framework for an integrated view of culturally relevant pedagogy and culturally responsive teaching. Students will review the multicultural literature for youth and children. Attention will be given to the linguistic differences as they relate to the socio-cultural environment and instruction Students will apply reader response theory and participate in grand conversations about multicultural literature. Students also will create a repertoire of culturally relevant literature and strategies for their teaching experiences.

EDU 607   SUPERVISION OF INSTRUCTION   3
Examines the concepts of supervision of instruction and personnel. Through lecture, discussion, and group activities, the student is introduced to the various models of supervision needed to improve a program through observation, communication of needs, conferencing, and providing in-service training. Students will be expected to write and relate several assignments.

EDU 608   SEMINAR FOR SUPERVISORS   3
This organizational management seminar was developed to aid the student in analyzing the role of the supervisor. The factors which affect organizational management and the school environment as well as working relationships will be discussed. State and local law and the function of the school board in policy determination which will affect the school program will be discussed. Students will have the opportunity to design a school program along with the staff development and the budget process necessary to support that instructional program. (Prerequisites: EDU 607, EDU 622 and EDU 623)

EDU 610   STUDENT TEACHING   3, 6
Observation and teaching in an approved classroom with guidance and evaluation. At least 12 weeks of full-time student participation is required. Students must apply for student teaching at least two semesters in advance.

EDU 612   READING SPECIALIST PRACTICUM   3
This off-campus experience gives the student the opportunity to test, diagnose, and design a program suitable for an individual or small group of children under the direction of a certified Reading Specialist. The candidate will take into consideration the elements of the cognitive and affective domains as well as curriculum and instructional content. Seminars are held to discuss planning, confer with colleagues, compare portfolios, and critique lessons. Each candidate will be expected to prepare and present a workshop to parents and/or teachers suitable for staff development. Current research will be review. Materials and programs in the area of literacy will be examined.

EDU 614   PRACTICUM FOR THE SUPERVISOR   3
The student will spend a minimum of ninety hours working with a nurse supervisor of Pupil Personnel services in a school district under the supervision of a faculty member from Eastern University. If the student is already an acting supervisor or coordinator in a school setting, the assignments will be fulfilled on the job with supervision from Eastern University. A prescribed number of assignments must be completed which include but are not limited to activities in program development, school nurse service improvement, policy determination, staff development, budgeting, and role analysis and program evaluation.

EDU 617   ADVANCED SEMINAR IN
**   MULTICULTURAL EDUCATION   3**
This advanced graduate seminar is designed to help students explore in depth a focused topic of multicultural education and its implication on curriculum development. Students will read and critically examine anthropological, sociological, historical, political, and educational perspectives on the topic. While the basic framework of the course remains the same course to course, the focus of each course will change to cover a wide range of multiculturally related topics and to maximize the expertise of a course instructor. Possible topics for this course

include: Global Perspectives on Race and Ethnicity; Multicultural Approaches and Critical Theory; Gender Equity Curriculum; Language Diversity, Identity, and Politics; Religious Diversity and Education; Race, Class, and Politics in America; Immigration and Education; and Legal Issues in Multiculturalism. Students are allowed to repeat the course once to earn up to 6 credits. (Prerequisite: EDU 517)

EDU 618   SEMINAR IN URBAN EDUCATION   3
This graduate seminar focuses on critical issues in urban education, with a particular emphasis on educational leadership. Students have an opportunity to examine critically past and current challenges confronting urban educational institutions, communities, and leaders from a variety of perspectives. Students will explore a range of documented approaches to educational leadership in urban contexts and will design and develop original research projects. Students must have successfully completed EDU 535 to enroll in this course.

EDU 620   PRACTICUM   3
A seminar to synthesize the academic disciplines and relate them to the development and learning of the pupil in school and focus on the needs of the student teacher. This course offers opportunities to gain skill, insight and perspective in the relationship of theory to practice in the teaching-learning process. To be scheduled concurrently with student teaching.

EDU 621   PUPIL PERSONNEL SERVICES   3
Course will review the philosophy of all special services, such as attendance, health and psychological services, provided in schools as well as their objectives and goals based on current theory and research. Topics will include roles and responsibilities of pupil personnel professionals, inclusion, referral services, parental conference techniques, and relationship with administration and staff. International programs will be compared with those in the United States. Twenty hours of field work in areas covered by this courses are required.

EDU 622   SCHOOL GOVERNANCE AND
**   ORGANIZATION   3**
The course will focus on political realities of governance including the role of federal, state and local authorities and commensurate skills school leaders need to relate to each group. Emphasis is on application of organizational development principles, consensus building and change theory. Twenty hours of on-site field work is required.

EDU 623   CURRICULUM DESIGN   3
The major purpose of the course is to explore the principles and procedures of curriculum development and management along with special topics like auditing, alignment and evaluation. Technical issues, trends, future directions, and curriculum designed for special needs will be included. Social, psychological and philosophical foundations will be discussed.

EDU 624   SCHOOL LAW   3
Course presents school law as it relates to agency control and structure, school organizations and their policies and procedures, school personnel and students rights. Implications of legal mandates, legal issues for public versus private schools and special needs students will be covered.

EDU 625   SCHOOL FINANCE   3
This course is concerned with district-wide and school-specific financial administration policies and procedures essential to wise use of funds, facilities, equipment and people. The need for technology in financial management is stressed. International programs will be compared with those in the United States. Twenty hours of field work in areas covered by this course are required.

EDU 626   EDUCATIONAL INSTITUTIONS/
**   COMMUNITY RELATIONS   3**
An investigation of knowledge and skills needed to maintain open lines of communication between educational institutions and the community. Students will compare international programs with those in the United States. Twenty hours of field work in areas covered by this course are required.

EDU 627   PERSONNEL AND LABOR RELATIONS   3
This course examines the personnel function in educational settings. It considers trends in staffing, recruitment, selection, assignment, orientation, performance evaluation as well as grievances, labor relations and negotiations. Twenty hours of on-site field work are required.

EDU 635   RESEARCH DESIGN   3
In this graduate course students will survey both quantitative and qualitative research methods including survey, experimental/quasi-experimental method, historical method, qualitative methods, and ethnography; critically examine various research papers employing such methods; and write a research proposal on a topic relevant to their professional field. (Prerequisite: EDU 521)

EDU 640   THESIS/PROJECT   3
This course is a guided development of a hypothesis, an initial outline, proposal and research project. The graduate student must be registered for EDU 640 (six credits or two semesters) until completion of the thesis. Thesis must be completed within one calendar year from the first course registration date for EDU 640.

EDU 650   INTERNSHIP   1, 2 OR 3

EDU 750   LEADERSHIP AND THE CHIEF
**   EXECUTIVE OFFICER IN EDUCATION   3**
This course addresses the unique role of the Chief Executive Officer of an educational institution, whether the president of a university, head of a private school, or superintendent of a school district. The CEO of an educational institution has responsibility for the multiplex of issues that impact his or her office. Students will analyze that multiplex to determine how the CEO can be most effective, evaluating the relevant political, economic and social factors, the focus on academic excellence, the clarification of organizational structure, the recognition of decision-making patterns, the necessity of strategic leadership, and the strategies of consensus building. Emphasis is placed on the leadership skills necessary for the successful CEO to lead his or her educational enterprise. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the "Letter of Eligibility."

EDU 760   EQUITY AND SOCIAL JUSTICE IN
**   EDUCATIONAL LEADERSHIP AND POLICY   3**
Effective leaders in educational institutions must be able to analyze, synthesize, and apply research and theory derived from the political and social sciences, educational politics, and policy-making literature to problems associated with positions they either currently occupy or aspire to hold. This course is designed to introduce concepts, theories, and perspectives in educational

politics and policy for use in educational leadership practice and scholarship. Course readings, presentations, class activities, and group discussions will focus on the critique of the political process and system, policy cycle and actors, and local, stat, and federal educational policy. By combining theoretical concepts and scholarly research with personal experiences and expertise, each student will increase his or her capability to deal with the value conflicts inherent in problem-solving situations that educational leaders must regularly confront.

EDU 770   EDUCATIONAL LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT   3

Examining the function and practice of personnel administration in educational settings, this course considers trends in staffing, recruitment, selection, assignment, orientation, performance evaluation, grievances, labor relations, and negotiations. Students will learn to design a system of quality staff development that includes assessment of needs, evaluation of outcomes, motivational methods, and rewards systems. They will also learn to effectively manage grievance and labor disputes and to analyze policy and procedure handbooks.

EDU 780   ADVANCED STUDY OF EDUCATIONAL LAW AND FINANCE   3

The first part of this course builds on the introductory education law course and focuses on contemporary legal issues confronting educational institutions. Readings and discussions are based on educational legal newsletters and journals, as well as cases reported in Education Week and the Chronicle of Higher Education. The second part of the course builds on the introductory education finance course and focuses on advanced methods to analyze financial status, forecast financial projections, and negotiate financial solutions for building programs.

EDU 880   EDUCATIONAL LEADERSHIP PRACTICUM   3

The practicum integrates prior course work with on-site fieldwork in an educational organization, challenging students to apply knowledge acquired from each of the prerequisite courses. This required mentored experience addresses various administrative functions in each of the domains of educational leadership, including: finance, law, curriculum, communication, human resources, student services, advancement, community relations, and governance. The practicum espouses a reflective approach to understanding administrative leadership roles through journal writing, evaluations, and self-assessment so that students can discern strengths and weakness in their own professional skills and design a growth plan for their personal and professional development. 300 hours of on-site fieldwork is required.

HEALTH SCIENCE AND PHYSICAL EDUCATION

HSCI 500   HEALTH PROMOTION   3

This course includes attitudes and lifestyle practices as they influence healthy lifestyles. Personal health issues, such as personal health practices, safety and emergency measures, and family living and personal intimacy will be addressed. Includes topics on aging and wellness.

HSCI 515   CURRICULUM DEVELOPMENT AND METHODS OF HEALTH EDUCATION   3

This graduate course is designed to develop the student's knowledge of effective teaching strategies, curriculum goals/objectives, and specific needs and options for teaching in a variety of health education venues. Major developmental, teaching and learning theories and research will be explored. Content areas include health education standards, policies and legal mandates for health teaching. Factors that influence the selection of teaching strategies, including issues associated with different developmental stages, learning and cognition, approaches to instruction, cultural and socioeconomic beliefs and practices relevant to health, and the evaluation and the assessment of student health learning will be explored. The emphasis will be on the practical relevance of this material for teaching health education in a variety of settings. This will be accomplished through literature review, complementary fieldwork and classroom activities.

HPE 518   CURRICULUM DEVELOPMENT AND ADMINISTRATION IN DEVELOPMENTAL AND SPECIAL HEALTH AND PHYSICAL EDUCATION   3

This class will examine essential topics in the areas of developing curriculum and of administrating key elements with regard to Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to plan, implement, and evaluate an effective program for his/her students on either the elementary or secondary level.

HPE 519   METHODS OF SPECIAL HEALTH AND PHYSICAL EDUCATION INSTRUCTION   3

This class will examine essential topics in the areas of developing, delivering, and evaluating effective lessons in Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to plan, implement, and evaluate an effective lesson for his/her students on either the elementary or secondary level.

HPE 522   CONTEMPORARY TOPICS IN SPECIAL, HEALTH AND PHYSICAL EDUCATION   3

This class will examine contemporary topics in Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to understand and respond effectively to relevant, current issues on both the elementary or secondary level. This knowledge will allow for better student interaction and increased success in program planning and implementation.

HSCI 560   COMMUNITY AND ENVIRONMENTAL HEALTH   3

The primary focus is on issues related to disease prevention, individually, in the community and the nation. Mental and spiritual health, substance abuse, and consumer and environmental issues will be analyzed.

HSCI 601   WORLD HEALTH ISSUES   3

World Health Issues will explore global health problems that affect the developed and the developing world. Understanding international health care needs and issues will better equip health care planners, educators and providers to deliver culturally competent care in diverse populations. Health, disease and wholeness will be examined in relationship to the culture and the biblical perspective. Specific diseases and their impact in various regions of the world will be studied with analysis of incidence, prevention, control and health program planning.

INFORMATION SYSTEMS

IS/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.

IS/OMIS 385   APPLIED RESEARCH PORTFOLIO   3

Each student presents a preliminary oral report on an individual case or project study from the field of management information systems.

IS/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.

IS/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.

IS/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 organizations plans to serve, and the information technology personnel who utilize and/or maintain the systems.

OMIS 485   STUDENT PROFESSIONAL RESEARCH PORTFOLIO   3

A final oral presentation and written report of the student's case or project study in the field of management information systems are the focus of this course. This report represents the integration of the principles studied in the total curriculum, and is designed to assist students in the development of analytical problem-solving skills.

INTERDISCIPLINARY STUDIES

INST 500   PHILANTHROPY   3

A broad exposure to the concept of charity, with emphasis on answering "why." Students will study the history, culture and evolution of philanthropy in the Western world, various religions' reasons and justifications for charity, and the seemingly-inherent psychological human need to be of benefit to others in society.

INST 517   URBAN POLITICS   3

This course takes an interdisciplinary approach to understanding the politics of the city with an eye towards equipping students to use theory to inform and engage in praxis in working with the poor in the urban areas. Special attention is given to the intersection of dimensions and structures of power between government and community and movements for social change in their various forms, and to understanding the major current issues and methods, tools, and strategies used in advocacy efforts in the urban context.

INST 562   BIBLICAL FAITH AND ECONOMICS   3

An examination of diverse methodologies, hermeneutics, and conclusions about the meaning of biblical data for economic life today. Special attention will be given to a careful exegetical analysis of relevant biblical material.

INST 567   URBAN SOCIOLOGY   3

This course covers core writings in the field of urban sociology with a focus on using theory to inform praxis in the city. Topics cover the social, cultural, religious, political, economic, and aesthetic dimensions of the city and how they explain the production and reproduction of poverty and injustice. Special attention is given to the dimensions of race and ethnicity, immigration, family and community dynamics and change, political power, socio-spatial change, technological change, and the relationship between the built environment and human behavior. Key theoretical paradigms that have constituted the field since its founding are considered and assessed in terms of their implications for social policy, urban scholarship, and the practice of planning for social change.

INST 662   THEOLOGY OF POVERTY   3

The purpose of this course is to equip students who are Christian development practitioners with the ability to reflect biblically, theologically and historically about their vocation and the challenges of poverty that they encounter on a daily basis. As an introductory level course, its intent is to raise issues from a theological perspective that will be analyzed more fully in subsequent courses from the perspective of social scientific research and practice. Social scientific perspectives will also be utilized in this course to the extent that they contribute to evangelical and ecumenical theological reflection about poverty and development in the diverse contexts of development practitioners. Pass/Fail grading for urban concentration.

INST 664   CHRISTIAN MISSION AND SOCIAL TRANSFORMATION   3

A theological framework for the understanding of the relationship between Christian mission and the processes of social transformation. Explores biblical models and paradigms, as well as historical examples of how Christian mission has generated social change and how missionaries have interpreted it. Special attention to contemporary approaches to development, revolution and liberation. Includes field visits to churches and agencies involved in mission within situations of social change.

**INST 670   COMMUNITY REVITALIZATION
                STRATEGIES   3**

Examines contemporary problems, approaches and success stories associated with the economic rebuilding of American cities. Focuses on the separate perspectives of government, community groups, financial institutions and philanthropic organizations and on the opportunities for cross-sector collaboration in meeting the challenges.

LANGUAGE STUDIES

LANG 510   LINGUISTICS   3

Analysis and structure of language with emphasis on phonetics, morphology and syntax. Special attention given to the Indo- European languages which led to the formation of modern European languages.

LEADERSHIP DEVELOPMENT

**   *FOUNDATIONS FOR LEADERSHIP   0***

Covers basic models of leadership competencies and attitudes essential for effective leadership. A personal and professional development planning process is embarked upon and participants are led through an introspective process of examining areas of self-improvement.

**LDEV 520   PERSPECTIVES ON POVERTY AND
                DEVELOPMENT   3**

This course is based on a conceptual framework of poverty as material, social and spiritual in nature, and provides participants with an overview of a Christian approach to the principles and practice of transformational community development with a particular focus on children and gender. Using the content and experience gained from professional work in community development as well as two community-based field experiences required for this course, the participants link explanatory models of poverty, macro-micro development models and grass roots approaches to first-hand experience. A refined biblical understanding of the underlying principles and practices of transformational development offers participants a working framework applicable to future development work. Exposure to development strategies, best practices and the role of Christian witness in development balance the elements that participants grapple with as they develop and hone their 'critical lens' for future development and management challenges.

LDEV 540   HUMAN RESOURCE MANAGEMENT   3

Provides an overview of skills and attitudes essential to managing people and organizational systems. Emphasizes the centrality of people to any organization, and in particular, to NGOs.

**LDEV 544   LEADERSHIP AND ORGANIZATIONAL
                DYNAMICS   3**

This course focuses on understanding organizational dynamics as the context in which 21st century Christian leaders mobilize their people and other resources to achieve desired ministry/business results. Students will examine personal, interpersonal, and organizational effectiveness through the "frames" of biblical principles and values, organizational structure/governance, culture, politics, people, and technology. Considering relationships as "patterns of communication," students will increase their awareness of their own and others'

communication styles and patterns in influencing and being influenced within the organizational context.

**LDEV 570   STRATEGIC THINKING AND
                ORGANIZATIONAL DEVELOPMENT   3**

Provides an overview of concepts, skills and methods for a leader to think, plan, and act strategically, particularly as related to the special challenges of NGOs and how to initiate, lead and manage organizational change for an international NGO through the understanding of change models and tools. It provides an overview of organizational behavior theories, as well as those described as organizational development.

LDEV 610   ADVOCACY AND HUMAN RIGHTS   3

This course is designed to prepare Christian leaders for social justice advocacy in the context of the global struggle for human rights. Drawing upon Martha Nussbaum and Amartya Sen's "capabilities approach" to human rights, the course presents a Freirean model for social justice advocacy that recognizes the local, national and international context of advocacy work and explores creative partnerships with other organizations and community groups on particular advocacy issues. The course emphasizes the importance of developing a biblical basis for social justice advocacy and the development professionals to cultivate strong advocacy skills.

**LDEV 612   RESEARCH AND ISSUES IN
                INTERNATIONAL DEVELOPMENT   3**

The Research and Issues in International Development course is a forum where participants actively learn how to access, read, analyze, discuss, and interpret published research and theory on issues relevant to their work. Together the students and facilitator explore a topic using the necessary skills, then students work together in small groups to investigate a second topic of their choosing. The course will discuss ways that these skills aid leaders in critical thinking and analysis; decision-making; developing, testing and utilizing theory to build and refine programs; and leading groups to effectively utilize these skills for improved program effectiveness.

**LDEV 620   SPIRITUAL FORMATION
                FOR CHRISTIAN LEADERS   3**

Pathways will guide participants through a spiritual formation process. Beginning with the Certificate level and continuing through the MBA level, the course provides participants with an in-depth experience as well as a framework to assist others in spiritual formation.

**LDEV 625   MANAGERIAL ACCOUNTING/FINANCIAL
                MANAGEMENT AND CONTROL FOR NGOs   4**

Provides an overview of systems and procedures required to ensure fiscal responsibility for any organization, with special focus on the nonprofit and NGO* world. The course begins with the development of critical knowledge and skills in managerial accounting and includes principles and essential tools for effective senior-level financial management in organizations.

LDEV 640   APPLIED RESEARCH   3

Through participation in all stages of research design, this course equips leaders to become effective users of research for informed decision making. Course materials and exercises contribute to both the discipline and mindset of the reflective practitioner and the relation with learning organizations and effective leadership.

LDEV 650 RELIEF AND MITIGATION FOR DISASTERS AND COMPLEX HUMANITARIAN EMERGENCIES 3

An overview of fundamental concepts, principles and tools essential for effective emergency relief and disaster mitigation interventions. A comprehensive simulation of a major disaster and NGO response is used to illustrate both the complexity as well as the practical principles to be followed by those responsible for these programs.

LDEV 651 SHELTER ISSUES 3

This course assumes no prior professional built environment qualification. The course provides an overview of the determinants shaping the built environment, specifically those which enable or disable the creation of affordable and sustainable human settlement and shelter within a rapidly urbanizing world. It serves to broaden understanding of the "ecology" of human settlement and the processes involved in its creation. A wide spectrum of subject matter is covered intentionally, to ensure that the participant is adequately equipped with the basic concepts and terminology used within the shelter and settlement sector, so as to enable him/her to engage in sectoral dialogue, and procure and direct capacities necessary to support the of shelter program and development initiatives.

LDEV 660 MARKETING, COMMUNICATIONS AND FUNDRAISING FOR THE NGO 3

Through careful study of the strategic marketing planning process, this course prepares students to skillfully use the tools of this process to strengthen their mission-based organizations. Two key areas receive special focus: 1) the careful assessment and alignment of organizational and market dynamics, and 2) the design and implementation of relationship-building activities. Students will also consider the biblical framework for marketing and fundraising activities, in particular, reflecting on appropriate parallels in the words and actions of Paul. Wherever possible, case studies and real-life examples will be used to provide students with opportunities to practice using the tools of marketing and fundraising.

LDEV 665 THE GLOBAL ECONOMY IN THE 21ST CENTURY 3

Familiarizes participants with the international environment in which for-profit and nonprofit organizations operate and examines the role of economic freedom in general prosperity.

LDEV 670 MANAGEMENT INFORMATION SYSTEMS (MIS) 3

An overview of the dramatic reshaping of the global economy in the information age, along with the new information management systems, theories, and tools in a dynamically changing field. Primary focus is on what senior managers need to know and do to ensure that technology and knowledge management are used most strategically.

LDEV 680 INTRODUCTION TO SUSTAINABLE DEVELOPMENT 3

After crafting a definition of sustainable development, this course will address 9 issues by analyzing, investigating and applying this knowledge through case studies. This course will go a step deeper and investigate how the Bible may contribute to and challenge the discipline and what contemporary Christians (among others) are doing to address issues of sustainable development.

LDEV 681 ENVIRONMENTAL ECONOMICS AND POLICY 3

This course is designed for the student interested in Sustainable Development, and is offered as an elective in the MBA degree in International Economic Development program or the MA in Development Studies. The objective of the course is to apply economic models to real-world environmental problems in order to create sustainability in the development process. For the first few weeks of the course, we will cover some of the traditional microeconomic models concerned with environmental problems. Applications of the theory will then be covered, and then students will have an opportunity to perform their own applications to such environmental issues as deforestation, biodiversity, urban air pollution, and water pollution. For the latter part of the course, we will cover recent economic theory and applications concerned with dynamic environmental issues that challenge the development community today. Such topics include the long-run impacts of development, regulations, industrial activity, and international trade on the environment.

LDEV 682 THEOLOGICAL FOUNDATIONS AND PRACTICES OF CREATION CARE 3

Modern environmental issues challenge nations and societies across the globe. Yet, the most promising way to approach these challenges is through ancient wisdom. Therefore, this course explores the teachings of the Judeo-Christian scripture. Such a spiritual, theological approach to global environmental issues is relevant due to the billions of people who retain religious and faith commitments and due to the unique claims of Christianity. After an exploration of dynamic theological themes, the course concludes by applying these insights to a variety of current specific environmental challenges. Students will engage issues creatively rather than ignore the issues. In so doing, students will present hope-filled options to troubling global issues.

MANAGEMENT

Foundation course work is prerequisite to graduate level courses. Integrated overviews of accounting, computing, economics, finance and statistics are part of the curriculum. Foundation course work does not calculate in the graduate grade point average nor do any credits count toward the graduate degree.

MNGT 500 PRINCIPLES OF CONTINUOUS EDUCATION 1

This course serves as an introduction to group process and non-traditional education. Self-assessment exercises identify learning styles and personality types. Learning-group simulations focus on clear and effective communications in work relationships.

MNGT 510 ISSUES IN MANAGEMENT 2

An introduction to a broad range of management theories and practices, the course offers a special emphasis on the role of business, issues in management, and improving organizational performance.

MNGT 512 MANAGERIAL ECONOMICS 3

The course offers an integration of principles from various fields of business and economics, with an emphasis on management decision-making and policy formation. Also involves integration of theory, methodology and analytical tools for the purpose of making decisions about the allocation of scarce

resources in public and private institutions. Focuses on basic economic concepts in the areas of consumer behavior, production and cost, pricing and structure of the economy.

MNGT 520   RESEARCH DESIGN   3
This is an introduction to critical market research tools—including current methods, instrument design, measurement criteria, and quantitative analysis—used to guide management decisions in an ever-changing marketplace
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MNGT 531   FINANCIAL THINKING I   3
This course presents the use of managerial accounting tools that assist in executing the decision-making, planning, directing, and controlling functions of management within a variety of organizational contexts.

MNGT 532   FINANCIAL THINKING II   4
This is a further study of the importance of financial analysis for managerial decision-making and impact of organizational setting (i.e., for-profit or nonprofit) for financial reporting systems and controls.

MNGT 541   STRATEGIC THINKING   3
This course takes a critical look at the process of strategic thinking, including mission, goal setting, and strategy implementation. Critical to this study are the ethical, legal, social, and environmental issues inherent in business.

MNGT 542   STRATEGIC MARKETING   3
The course serves as an introduction to the concepts and language of strategic marketing, customer service, product development, and promotional strategies within the context of a global economy.

MNGT 550   MANAGEMENT COMMUNICATION   3
A study of the critical role of effective communication in business, including such issues as successful negotiation, intercultural protocol, cross-gender relationships, and conflict resolution.

MNGT 560   BUSINESS ETHICS   3
The course provides a forum for discussion and inquiry into the process of ethical analysis and moral discernment. The focus is on responsible thinking based on a system of values, resulting in managerial action that will promote the well-being of all business stakeholders.

MNGT 600   LEADERSHIP   3
This course provides a survey of contemporary theories and practices in the area of organizational behavior, including issues such as leadership, shared values, motivation, and team building.

MNGT 631,   TOPICS IN MANAGEMENT I   1
632   1
In a seminar format, contemporary management practices, management problems, day-to-day management issues, and information technology issues are presented and then discussed. Learners will develop a conceptual frame of reference for the breadth, depth, and application of current management issues and practices. Learners will be able to apply these issues and practices to their unique work situation, and also develop possible solutions.

MNGT 650   QUANTITATIVE DECISION MAKING   3
This is a study of the necessary tools for making critical decisions concerning the effective allocation of resources, recognizing the importance of cost-reduction practices.

MNGT 680   BUSINESS POLICY CAPSTONE   3
Synthesizing and applying the topics studies throughout the MBA program, learners will critically analyze highly relevant issues in management and business policy through the use of case studies. Through the use of small team presentations, learners will demonstrate their ability to identify and develop solutions for issues involving business strategy, business policy, financial decision-making, leadership, ethics and marketing.

MNGT 690   NEW VENTURE PROJECT   3
The development of a comprehensive project in the form of a written business plan, focusing on the identification, exploration, and feasibility of starting a new venture, incorporating an entrepreneurial focus and centering on collaborative cohort efforts, the New Venture Project is carried out over a significant part of the program.

MNGT 750   ORGANIZATIONAL DESIGN   3
This course examines contemporary organizational design, evaluating organizations as living, dynamic systems. Organizations are explored through the frames of structure, human resources, politics, symbols, chaos and complexity, and appreciative inquiry. Students will also be introduced to classical organizational theory and will learn to critically examine the role of the leader in organizations.

MNGT 760   ORGANIZATIONAL CHANGE
AND DEVELOPMENT   3
Students will explore theories of organizational change with an emphasis on transformational change (change that occurs at a fundamental level of the system). Strategies for identifying and positively affecting the core of the organization will be discussed. Further, students will acquire a vocabulary and conceptual framework for integrating technical definitions of communication, subjectivity, motivation, and beliefs into a coherent image of collective activity. They will also practice strategies, models, and methods for adapting to and affecting change in interpersonal and group situations.

MNGT 770   STRATEGIC MANAGEMENT
OF HUMAN RESOURCES   3
This course introduces the technical and legal aspects of human resource management from a strategic business perspective. Students will learn how to manage human resources effectively in the dynamic legal, social, and economic environments currently governing organizations. Among the topics included are: formulation and implementation of human resource strategy, job analysis, methods of recruitment and selection, techniques for training and development, performance appraisal, compensation and benefits, and the evaluation of the effectiveness of HRM systems. The integration of human resource management within the overall business strategy will be emphasized.

MNGT 780   TRAINING AND DEVELOPMENT   3
Building upon the belief that people are the greatest resource within an organization, this course examines the best methods for training entry level employees in order to align them with the purposes, values, and culture of a particular organization. Students will engage with both research and best practice to determine the roles of the leader, the human resources depart-

ment and external consultants in training employees. By the completion of this course, students will be able to design and conduct a training program based on research and best practice and to evaluate the effectiveness of a training and development program.

MNGT 880   CONSULTING PRACTICE   3
This course examines the philosophy of consulting to include the 'main body of leadership mind'—ethics, courage, reality, and vision—as intelligence tools. It also analyzes the consulting domain as it relates to internal and external barriers of organizations, such as structural concerns, gaps in leaders' skills and knowledge, and effectiveness of collective intelligence. Students will learn to understand, apply, analyze, synthesize, and evaluate consulting principles and practices through a variety of instructional activities and to participate in the consulting process through case studies and research.

Note: See the general Course Descriptions section for MBA Health Administration, and MS in Nonprofit Management.

NURSING

**NURS 210   HEALTH CARE ETHICS AND
                CHRISTIAN NURSING   3**
In a world where legal, financial, scientific, religious, societal and personal concerns converge when making healthcare decision, 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 healthcare 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 healthcare. 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. Special attention is given to the scientific nature of the profession as well as the characteristics of its professional practitioners. (Pre- or corequisites: minimum grade of "C" in NURS 301 and in 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: minimum grade of "C" in 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, 302)

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   4
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 indentification of client education needs.

NURS 360 NURSING CARE OF ADULTS I 4-5
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.

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)

NURS 380 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)

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 partici-

pate in the care of the woman and her baby during the antepartum, intrapartum, and postpartum periods. (96 clinical hours)

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 403 HOLISTIC FAMILY/COMMUNITY
NURSING PRACTICE 5**
This course focuses on healthcare needs of families and communities. Epidemiological principles are emphasized. Students identify need(s) for change and design nursing strategies to meet these needs. Students participate with other health care providers in delivering family/community health care and service as advocates for healthcare 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: minimum grade of "C" in NURS 305)

NURS 404 NURSING RESEARCH 3
The research process is examined as systematic problem-solving for the improvement of healthcare. Emphasis is placed on analysis and evaluation of research findings for application to nursing practice. (Recommended prerequisite: Grade of "C" in PSY, MATH 220; 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, 304, 402, 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 competence as provider/designer/coordinator/manager of care roles in critical care settings. (96 clinical hours)

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, spiri-

tual, 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)

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)

**NURS 508   LEGAL MANDATES OF
                THE SCHOOL NURSE   3**
Legal and Mandated Responsibilities of the School Nurse is designed to introduce to the new or prospective school nurse the fundamentals of U.S. law and how these laws affect educational change as well as the legal issues that specifically affect the certified school nurse. Emphasis will be placed on the school nurse's responsibility to enhance the student's ability to learn, and to appraise, protect, and promote the health of students and school personnel. The course will explore current legal issues in school health. School nursing is viewed as a ministry within the Christian perspective. This course will also address multi-cultural and mental health issues in relation to school-age children, adolescents, families and communities.

**NURS 509   SCHOOL NURSE AND
                THE EXCEPTIONAL CHILD   3**
This course is designed to give an awareness of the uniqueness of the role of the school nurse in meeting the needs of children with handicapping, chronic, and emotional conditions, as well as those students with developmental disabilities who are served under IDEA and other related legislation. The course is structured to prepare school nurses to function effectively on interdisciplinary, crisis intervention and individual education planning teams.

**NURS 530   SCHOOL NURSE PRACTICUM AND
                FIELD EXPERIENCE   3**
This course is designed for prospective school nurses. The focus is to acquaint the student with the role of the nurse as a member of the educational community. Emphasis is placed on the assessment, implementation and evaluation of the health care needs of the school-aged population. It is structured to provide a forum for lecture and discussion as well as supervised field experience for the student to observe and participate in health care delivery in the school setting. The practicum consists of 100 hours of clinical experience. The clinical experience should be divided equally among elementary, middle and high schools with at least one component involving children with special needs. A three credit practicum may be approved by the Director of School Nursing for students who have completed at least 75 hours of elementary and secondary school nurse experience as a substitute or nursing assistant. A written verification of hours from an immediate supervisor, i.e., principal, must accompany the request for reduced hours of field experience. All students must take the practicum theory class; students with emergency certification can portfolio the field experience only.

**NURS 592   INFORMATION SYSTEMS FOR
                HEALTH CARE PROFESSIONALS   3**
This course exposes the student to the emerging field of informatics, and will examine its impact on the delivery of health care. The study of informatics will be explored for its use in nursing practice, education, research, and administration.

**NURS 594   EMERGING INFORMATION
                TECHNOLOGIES IN HEALTH CARE   3**
This course focuses on emerging technologies involved in health care information technology. Technologies to be explored include computer hardware, categories of software, standardized language lexicons, computer-based patient record (CPR), database management systems (DBMS), tele-health, decision support systems (DDS), wireless technology, and communication technologies. The course will provide an overview of consumer health informatics, focusing on patients as users of information technology. Principles of human-computer interaction (HCI) as related to health care technology development and use will be explored.

NURS 596   HEALTH CARE INFORMATION SYSTEMS   3
This course focuses on health care information systems their history, development, use, and maintenance. The student will explore knowledge schemes, index languages, and a system approach to planning, analysis, design, implementation, and evaluation of health care information systems.

**NURS 598   PROFESSIONAL PRACTICE, TRENDS, AND
                ISSUES IN HEALTH CARE INFORMATICS   3**
This course provids the student with the opportunity to conduct an in-depth exploration of the professional role of an informatics specialist. Students will analyze current trends and issues in the health care informatics field. Students will investigate ethical issues and dilemmas encountered by informatics nurse specialists. Standards, laws, and regulations will be examined within the context of current professional practice. This course will be facilitated online.

**NURS 602   HOLISTIC HEALTH CARE FOR
                CULTURALLY DIVERSE POPULATIONS   3**
This course will consider the health beliefs and practices of various cultural groups living in North America, with emphasis on the United States. Cultural incentives and barriers to wellness and health care will be examined. The provision of Christian service in combination with professional health care to meet the holistic needs of culturally diverse clients is the focus of this course.

**NURS 615   PHYSICAL ASSESSMENT OF THE
                SCHOOL AGED CHILD   3**
This course is designed to enable practicing and prospective nurses to develop and apply the skills of a comprehensive health assessment including physical, developmental, mental, and neurological assessments of school-aged children and youth. Data collection, data interpretation and documentation will be emphasized. Activities are designed to facilitate acquisition of the skills necessary to perform a physical assessment of a child.

Related Courses for the Nursing Student:

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 healthcare setting. The process of evaluation includes both economic and ethical analyses.

INST 480   CHRISTIAN PERSPECTIVE:
CAPSTONE FOR NURSES   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.

ORGANIZATIONAL LEADERSHIP

OL 240   LEADERSHIP FOUNDATIONS   1
This course provides students with an introduction to the program by highlighting the mission, goals, and objective of Eastern University as well as those of the School of Management Studies. In addition, various diagnostic test will be give in the areas of writing mechanics, learning styles, professional strength and personality attributes. Information from the tests will be used to provide guidance to the student in the best strategies for successful completion of the course work within the program.

OL 310   PERSONAL AND PROFESSIONAL
DEVELOPMENT OF THE LEADER   3
Leadership theory, adult learning theory, life cycle research, and effective writing techniques are discussed. Leadership skill and aptitude assessments are utilized. Students prepare a portfolio of personal and professional learning experiences.

OL 320   RESEARCH IN ORGANIZATIONS   3
Qualitative research methods, basic statistics, problem evaluation, and decision-making skills are taught and practiced. Concepts studied are all related to organizational situations with a variety of techniques applicable to diverse types of information.

OL 340   ETHICS OF THE LEADER   3
Fundamental issues involved in relating personal ethical values to the complex moral dilemmas faced by leaders re 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 380   COMMUNICATION STRATEGIES OF
THE LEADER   3
The impact of effective communication on the work environment is analyzed. Methods for improving personal and social

relationships are presented through readings and skill building exercised in oral and nonverbal communication, constructive feedback, and resolving conflicts.

OL 420   FINANCIAL LEADERSHIP   3
Basic financial concepts are presented to enable students to effectively use accounting data, financial statements, budgets, and financial reports. Participants will be able to communicate more effectively with accountants and financial specialists.

OL 440   STRATEGIC LEADERSHIP   3
This course is designed to assist students in their quest to become more effective, strategic leaders—to discover their own leadership and character and to strategically apply coherent leadership concepts to an organizational setting. This course encourages students to integrate the knowledge and skills they have acquired thus far.

OL 450   LEADING CHANGE   3
This course is geared towards developing a better understanding of the challenges, techniques, burdens, and successes associated with initiating and implementing major changes within organizations. Therefore, the objective of the course is to prepare leaders to meet the challenges of organizational changes.

OL 485   CHANGE ANALYSIS PROJECT   2

LEAD 331   LIVING LEADERSHIP I   3
This course will aid students in sharpening their leadership skills by putting them to work in a project that is both biblically based and practical. Students will review George Cladis' leadership model of team based ministry and what it means to be a spiritual leader. They will also identify and develop a project that meets a particular need within their churches/organizations, gain approval, conduct a needs assessment, identify/recruit the members of the team, and present the project proposal. Students will earn three credits for this course. (Prerequisite: CM007 Christian Leadership).

LEAD 332   LIVING LEADERSHIP II   3
In this course students, along with their teams, will implement the planning phase of their project proposal. With their teams, the students will develop a covenant and a vision statement for the ministry they proposed. They will also plan how the team will create culture around the vision and collaborate to ensure the success of the ministry. Together they will establish and practice the characteristics that empower one another and build trust within the group. Additionally, they will develop a strategy for learning together as a team, so as to strengthen each area of expertise within the group. Students will earn three credits for this course. (Prerequisite: LEAD 331).

LEAD 333   LIVING LEADERSHIP III   3
This course provides practical application of team based leadership by building on the knowledge gained and the activities. In the prior LEAD courses students proposed a ministry project and organized a team. In this course students and their teams will realize the proposed ministry project within their church/organizational context. Students will earn three credits for this course. (Prerequisite: LEAD 331 and 332).

LEAD 536   PRACTICAL FINANCIAL MANAGEMENT   3
This introductory financial management course will help the non-financial manager of a nonprofit organization understand

and value the crucial contribution of finance and accounting tools in making effective decisions to carry out the mission and goals of their organization (specifically the faith-based NGO). This course assumes that the student works for an agency that employs professionals to handle the accounting, but it also assumes that the students need to understand the professional tasks and challenges facing the accounting staff.

LEAD 540   LEADERSHIP AND EMPOWERMENT   3
The module starts from the premise that more effective leadership is needed within the church and its agencies worldwide. Leadership styles will be examined with servant leadership exemplified by Jesus Christ as the central organizing paradigm for this module. Primary outcomes for each participant will be (1) a thorough understanding of servanthood in theological and historical context; (2) a personal assessment and appropriation of the foundational principles of servanthood, and (3) a comprehensive application to your present or proposed ministry.

**LEAD 541   HUMAN RESOURCES AND
                PERFORMANCE MANAGEMENT   3**
Starts from the premise that people are at the center of God's heart and are the most valuable resource in any ministry or enterprise. The purpose of the module is to explore the human factors in your organization and develop experience and skill in responding to the needs of those people. This module will cover areas of culture, diversity, conflict resolution, communication, training, mentoring, staff care, preparation for the unexpected and caring for yourself as leader.

LEAD 545   SERVANT LEADERSHIP   3
 This course provides a biblical overview of leadership models illustrated in Scripture with the focus of demonstrating how servant leadership is the preferred model. The course will also establish the basis for each participant to begin building their own theological rationale for how they view and practice leadership including an understanding of principles on which to judge contemporary models and theories of leadership. The course will give each participant an opportunity to decide on the validity of Jesus' view and practice of leadership for today's leadership and organizational challenges. It also provides an evaluative lens in which to view and evaluate other course material in the curriculum.

LEAD 575   RESEARCH DESIGN   3
This module is designed to equip the student to become an informed user of research in the process of strategic planning and evaluation. This is accomplished through the experience of actual participation in all stages of research design. In the process the student will be exposed to research applications in a variety of contexts and develop practical, working knowledge of research terms and concepts and equipped to undertake relatively uncomplicated research studies in a practical context.

LEAD 576   APPLIED RESEARCH AND EVALUATION   3
This course is an introduction to applied research and evaluation. The learning objectives are to expose students to both quantitative and qualitiative research and evaluation methods for use in nonprofit and Non-Government Organizations. Applied research is presented as a systematic inquiry designed to provide information to decision makers and/or groups concerned with particular human and societal problems. Christian perspective on the purpose and practice of research is of special interest.

**LEAD 610   STRATEGIC THINKING AND
                CHANGE MANAGEMENT   3**
Examines the basic concepts of strategic management and the increasing challenge for general managers to be strategic thinkers. Alternative approaches to creating strategies are reviewed and critiqued. A capacity for interpreting the internal and external environments is emphasized, with particular emphasis on the turbulent, evolving context of NGOs. NGO stakeholders, culture, and pressures from donor publics are examined, along with the demands for transparency, sustainability, and the need for capacity building. Basic principles and tools for strategic planning are introduced and applications for the NGO are woven into the course design. An emphasis is made on analyzing and critiquing various approaches to strategic planning, using case studies and critical thinking. An introduction to the complexity of introducing new strategies and how managers can be more effective in managing change is given.

**LEAD 620   SPIRITUAL FORMATION FOR
                CHRISTIAN LEADERS   1.5 OR 3**
A study of and experience in the classical traditions of spiritual disciplines as they enhance and encourage the process of growth into the likeness of Jesus Christ will be undertaken. The object is to encourage, enhance and engender disciplined habit patterns that open the student to God and promote spiritual health through weekly reading, study, response and practice of the classical spiritual disciplines.

LEAD 681, 682 RESEARCH PROJECT   3
Participants will have selected a research project to undertake that will benefit their current work experience and incorporate the methodologies taught and the content derived from each of the modules undertaken as part of their master's program.

**LEAD 710   HISTORICAL PERSPECTIVE OF
                ORGANIZATIONAL LEADERSHIP   3**
In this course, students will examine the history of leadership theory to understand the pattern of its development and to explore where the study of leadership may go in the future. Students will also explore the nature and character of leadership. The key questions are: What is leadership? What are the different aspects of leadership? How has that understanding remained the same or changed throughout Western history? How does context affect the nature of leadership? What are the moral purposes of leadership? This course utilizes an interdisciplinary approach in its survey of leadership issues, incorporating historical, political, literary, scientific, sociological, and theological perspectives.

LEAD 720   LEADERSHIP THEORY AND PRACTICE   3
As a field of study, leadership is a complex subject. This course will expose students to leadership literature and theories, so that they may use them as a platform in order to reflect on their personal practices within their own organizations. Because leadership is influenced by the complexities of the human element, as well as various worldviews and their corresponding value systems, students will be challenged to integrate their

understanding of leadership practice with the tenets of Christian faith. Through this course, students will develop an understanding of the main exponents of leadership theory and their respective theories as they learn to critically evaluate their own personal practices as leaders.

LEAD 730   MODELS OF ORGANIZATIONAL BEHAVIOR 3
The environment in which modern organizations operate is characterized by continuous change and intense competition. In order to achieve effective change, leaders must be adept at directing organizational transformation. This course examines behavioral models, culture and design systems in the modern organization while presenting operating strategies to direct and manage successful change. Students will learn how to develop and implement a vision and organizational success model, how to align an organization according to this model, and how to create a transformation process architecture based on their knowledge of organizational behavior and design systems.

LEAD 740   RESEARCH METHODOLOGY I   3
Foundations: This is the first of four courses aimed at instructing the doctoral student in the methods of social and behavioral science research in preparation for the doctoral dissertation. With an emphasis on the basic principles, techniques, and applications employed in the scientific method, this course will review the foundations of research methodology, providing students with a basic framework to evaluate social and behavioral science research. Students will be exposed to and tested on the major concepts and methods for generating hypotheses and designing a multi-measure study. This course will further enable students to critically and systematically evaluate the claims of "experts" in the popular press, as well as in scientific literature.

LEAD 810   STRATEGIC LEADERSHIP   3
In today's rapidly changing world, leadership within an organization must foster a shared culture that is based upon a common vision, mission, and shared values. Leaders must conceptualize, institute, and impart the vision and mission of the organization to both internal employees and external constituents. Merging this vision with practical business strategies that best utilize the organization's resources is one of the great challenges faced by leaders. This course will enable students to develop an understanding of strategic management concepts and to analyze, assess, and resolve complex management problems. Students will learn to use the four analytical techniques of SWOT analysis, value chain analysis, strategic cost analysis, and competitive strength assessment in the formulation of comprehensive business strategies.

LEAD 820   LEADING IN COMMUNITY: PEOPLE,
PROBLEM-SOLVING AND CONFLICT   3
Interpersonal relationships within an organization are critical to the success of the enterprise. Although leaders must often focus on articulating the mission and vision of an organization to external constituents, this emphasis may lead to underdeveloped structures and undernourished personnel within the organization. Leading in Community will provide students with multiple frameworks within which to analyze their own leadership styles, characteristics and effectiveness for the purpose of cultivating community within the organization. In addition, this course will focus on the role of Human Resources

within an organization. By the completion of the course, students will develop an ethical framework to identify organizational systems and processes for increasing communication, solving problems, and reducing conflict.

LEAD 830   LEADERSHIP, SPIRITUALITY AND MISSION 3
This course introduces students to the nature and purpose of spirituality and spiritual development within a leadership context. Significant questions about personal spirituality in various leadership situations such as change, moral decision-making, and ethical behavior will be addressed. Further, this course aims to assist students in constructing and refining the spiritual principles of interpretation that are philosophically, theologically, and pastorally relevant to the tenets of the human condition within the Christian community and other religious traditions. Students will expand the breadth and depth of their knowledge of leadership through the investigation of the various components, methods, and perspectives of both contemporary and ancient practices of spirituality. Through introspection, religious reflection, spiritual insight, and practical discussions, students will develop greater self-awareness and an appreciation for the issues and interpretations relative to leadership and spirituality.

LEAD 840   LEADERSHIP, JUSTICE AND
SERVANTHOOD   3
Meaningful responses to human suffering are grounded in discernment regarding human conflict, oppression, power, and harm, and the opportunities—personal, familial, societal, and global—that arise from the crucible of human potential that is our humanity. This course requires each student to address the following questions: What are the basic understandings of servant-leadership, restorative justice and forgiveness? How can a person choose servant-leadership, restorative justice and forgiveness in the face of grave human atrocities and extreme human suffering? Who does one forgive, and how does a person approach forgiveness? What does it mean to be a person of restorative justice and forgiveness? By the completion of this course, students will understand the role of the servant-leader in society along with the concept of restorative justice.

LEAD 850   ORGANIZATIONAL LEADERSHIP,
GOVERNANCE AND ACCOUNTABILITY   3
Developing an understanding of the structures of accountability within an organization is vital to any leadership role. The key questions that we will examine in this course are: What accountability measures are most effective to assist the leader in the fulfillment of his or her role? When are controls restrictive and suffocating and when are they favorable to freedom and creativity? We will also examine the relationship between the CEO and the board, as well as differences in governance between for-profit and non-profit boards.

LEAD 860   ORGANIZATIONAL LEADERSHIP
AND GLOBALIZATION   3
Because globalization is an evolving concept relative to all disciplines, 21st-century leaders must develop a framework for engaging with all of the opportunities and challenges presented by global interconnectedness. This course examines the complex issues related to leadership within a global context. The practice of effective and moral leadership requires attention to particular contextual and situational factors, including

the specific needs and perspectives of individual leaders and their followers, as well as the various dimensions of culture that inform and influence both the theory and practice of leadership. In this course, we will seek to understand how culture and identity shape moral worldviews and methods of interaction. In addition, we will critically engage with thinkers who offer—individually and collectively—their own normative conceptions for constructing cross-cultural ethics or even a "global ethic." Finally, we will examine not just how practices of effective and ethical leadership vary across nations and cultures, but also the ways in which leadership theory itself is culturally dependent.

LEAD 870   RESEARCH METHODOLOGIES:
QUALITATIVE RESEARCH   3

This course introduces students to qualitative research methods through a variety of sources, including auto/biography, grounded theory, ethnography, phenomenology, and case study. Throughout the course, students will read and critique qualitative studies in order to learn how to articulate and evaluate the strengths and weaknesses of various qualitative research methods. Students will also gain first-hand experience in the qualitative research process by designing and conducting a mini-scale study, analyzing and interpreting their data, and writing and presenting a report on their findings.

LEAD 871   RESEARCH METHODOLOGIES:
QUANTITATIVE RESEARCH METHODS   3

This class introduces students to the knowledge base, processes, and experiences involved in designing, conducting, and reporting quantitative research studies relevant to selected research problems in organizational leadership. The course provides a comprehensive examination of the two major organizing frameworks for quantitative research and experimental designs, as well as a review of basic descriptive and inferential data analysis as preparation for a thorough grounding in the application of quantitative research design. Each student will apply the course content to conceptualize a research proposal, conduct the proposed study, analyze the data, prepare a written report according to APA guidelines, and present findings in an end-of-semester research symposium.

ORGANIZATIONAL MANAGEMENT

OM 300   DYNAMICS OF ORGANIZATIONAL
BEHAVIOR   3

The impact of group behavior on organizational effectiveness is studied. Emphasis is placed on decision making and resolving conflicts in groups.

OM 310   ADULT LEARNING AND DEVELOPMENT   3

Adult learning theory and life cycle research as well as effective writing techniques are discussed. Students prepare a portfolio of personal and professional learning experiences which may be submitted for credit evaluation.

OM 315   CONTEMPORARY RESEARCH
METHODS IN APA STYLE   3

Designed to give students an understanding and working knowledge of Contemporary Research Theory and Methods. It attempts to bridge the gap between traditional research and new,

technology-based research. Students are encouraged to use old and new methods to develop accurate, relevant, and timely research projects. Course content includes discussions of research theory, academic honesty, and plagiarism. Source evaluation, the research process, managing research projects, documentation of sources in APA style, uses of sources within a research project, and types of research presentation are also discussed.

OM 320   METHODS OF SOCIAL
SCIENCE RESEARCH   3

Research methods, data collection and analysis, basic statistics, problem evaluation, and decision making are presented. Concepts studied are all related to work situations with a variety of techniques applicable to diverse types of data.

OM 340   BUSINESS ETHICS AND WORLDVIEWS   3

Fundamental issues involved in relating personal ethical values to the complex moral dilemmas faced by managers are introduced. Beginning with a consideration of the relationship between values and worldviews, the course proceeds to examine two different modes of ethical analysis and to explore problems associated with ethical relativism, professional ethics, conflicts of interest, and corporate social responsibility.

OM 360   HUMAN RESOURCES SUPERVISION
AND DEVELOPMENT   3

Effective management and development of people at work is explored by examining what can be done to assist people in being more satisfied and productive with their working life. Topics covered include staffing and fair employment practices, performance evaluation, compensation, training and development, corrective action, and unionization.

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.

OM 380   MANAGERIAL AND INTERPERSONAL
COMMUNICATION   3

The impact of effective communication on the work environment is analyzed. Methods for improving personal and social relationships are presented through readings and skill-building exercises in oral and nonverbal communication, constructive feedback, and resolving conflicts.

OM 385   APPLIED RESEARCH THESIS -
PART ONE   3

Each student presents a preliminary oral report on an individual research project, integrating principles studied in the total curriculum that assist in the development of analytical problem-solving skills.

OM 400   SPIRITUAL ENVIRONMENT OF
MANAGEMENT   3

This is a course in applied biblical studies. While introducing the student to the meta-narrative and major themes of both testaments of the Christian Bible, it encourages and equips the student to make connections between biblical themes and one's professional life. It explores the validity, nature, and

types of spirituality present both within and without the workplace, with particular reference to how those in the biblical traditions have understood the life of the spirit.

**OM 410   MARKETING ENVIRONMENT OF
                     MANAGEMENT   3**
The analytical process involved in the managerial application of marketing is studied. After studying the principles, concepts, and operational aspects of marketing, students develop an actual marketing plan.

**OM 420   FINANCIAL ENVIRONMENT OF
                     MANAGEMENT   3**
Basic financial concepts are presented to enable students to effectively use accounting data, financial statements, budgets and financial reports. Participants will be able to communicate more effectively with accountants and financial specialists.

**OM 430   ECONOMIC ENVIRONMENT OF
                     MANAGEMENT   3**
Macro- and micro-economics are examined as they relate to the manager. Principles, concepts, and models of economics are presented with appropriate applications.

OM 440   ETHICAL CHARACTER OF LEADERSHIP   3
Authentic ethical leadership is a resource in short supply in American business culture. This course is designed to assist students in their quest to become effective leaders – to discover their own leadership and strong ethical character. Functioning as a capstone course, this course encourages students to integrate the knowledge and skills they have acquired thus far by focusing on the intersecting and multifaceted concept of principle-centered and transformational leadership.

OM 485   APPLIED RESEARCH THESIS-PART TWO   3
A final oral presentation and written report of the student's applied research thesis. This thesis represents the integration of the principles studied in the total curriculum and is designed to assist students in the development of analytical problem-solving skills.

UNDERGRADUATE GENERAL STUDIES

**BIB 100   BIBLICAL LITERATURE IN
                     CONTEMPORARY CONTEXT   3**
This course introduces 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 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   GENERAL BIOLOGY: 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.

BKIN 220   BASIC NUTRITION SCIENCE   3
This course focuses on the basic roles of nutrients and their functions within the body. The course also outlines the role that nutrients play in maintaining health and wellness. Nutrition therapy, weight control, consumer issues, and current trends in nutrition are discussed.

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 the presentations, are discussed and used. Additionally, some of the relevant and practical theories in communication are examined.

**COM 201   COMMUNICATION AND GROUP
                     DYNAMICS IN BUSINESS   3**
Human beings interact on many different levels with others, often within the context of a group setting. In this course, 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.

CSC 110   COMPUTER LITERACY   3
The course introduces computer hardware and software within a focus on microcomputers. Emphasizing hands-on experience with commonly used software packages, the student learns the basics of word processing, spreadsheets and databases.

**CSC 230   CONTEMPORARY APPLICATIONS
                     IN COMPUTERS   3**
An overview of contemporary computer issues as it applies to current business procedures. The course emphasizes hands-on experience with commonly used applications software including word processing, spreadsheets, databases, presentation software and the Internet. A component of this course also considers the ethical implications of technology's usage, and how technology relates to a Christian worldview.

ENG 105   BUSINESS WRITING   3
This class lessens the student's fears and boosts self-confidence in writing. The course provides specific strategies for generating thoughts, organizing material, developing 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.

ENG 163   RHETORICAL PATTERNS IN WRITING   3
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, rhetorical patterns, correct writing, and revising strategies.

ENG 164   CONTEMPORARY GRAMMAR   3
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.

ENG 263   WRITER'S WORKSHOP   3
Designed to improve writing skills, encourage thought and composition, and discover the relationship between writing and the Christian faith. Time will be spent writing and revising, reading and responding to those readings, and discussing and applying principles.

FA 110   INTRODUCTION TO MUSIC   3
This course traces the evolution of musical style through history. 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 psychological health and stress management, violence and abuse, alcohol, tobacco and drug use, nutrition and exercise, and aging will be addressed. This course is intended to educate about health and empower people to make healthy choices over the course of a lifetime.

INST 110   LEARNING IN VIRTUAL COMMUNITY   3
This serves as an introduction to discussions and assignments for technologically enhanced and distance-learning formats. The students and instructor establish a community of learners.

INST 150   INTRODUCTION TO FAITH, REASON
**   AND JUSTICE   3**
This course introduces students to the three major commitments of the University: faith, reason and justice, as well as to the related themes of community, scholarship, service, and church.

INST 161   HISTORY OF WESTERN THOUGHT
**   AND CIVILIZATION   3**
This course surveys the emergence of modern Western civilization to global stature through it's 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 the19th and 20th centuries. The class is organized around a core of readings in primary sources.

INST 310   THE TWENTY-FIRST CENTURY WORLD   3
This course introduces students to the twenty-first century world through an understanding of both global or universal dynamics and regional distinctions. The course utilizes historical, geographical, and sociological analyses to provide students with a "big picture" understanding of the world of the century that lies before us and thus contributes to their ability to become agents of transformation in that world.

MATH 103   MATHEMATICAL IDEAS   3
The objectives of this course are to develop an appreciation for mathematics, to provide 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 little contact with mathematics.

PHI 211   FAITH AND PHILOSOPHY   3
A course on learning to reason about matters of faith. Topics may include classic arguments for the existence of God, the rationality of believing with "proof," and theistic responses to the problem of evil.

SOC 100   INTRODUCTION TO SOCIOLOGY   3
This course examines the nature of society, with special emphasis on the basic concepts, social processes, social institutions and social change.

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 covers Christian belief in relation to educational growth, belief-doubt relationships, key areas of conflict for the modern believer and sources of certainty.

URBAN STUDIES

URBN 501   URBAN ISSUES IN A GLOBAL CONTEXT   3
This foundational graduate course introduces transformational theories and concepts that form the basis for faith-based urban social change. With a focus on globalization and local community service, the course is based on guest lectures and seminar discussion throughout the year. Students will explore major urban problems around the world, and integrate theory and practice from urban and interdisciplinary perspectives. Students are encouraged to begin exploring models for social change collaboratives that apply specific and diverse disciplines in a single community. Students will complete required reading in global urban issues, book reviews and a collaborative community research project. Lab fee.

URBN 505   PERSONAL STRATEGIC PLANNING   1

This seminar provides basic skill development in personal and organizational strategic planning. Emphasis is placed on discovering one's personal mission in life, clarifying faith values, developing planning and time management skills, encouraging networking skills, and integrating life and spiritual goals with the overall planning for effective community service in an organization. Readings and reflection paper are required.

URBN 510   CHRIST AND THE CITY   3

This course addresses ministry in a multicultural, urban context. The seminar analyzes the relationship of the life and ministry of Christ to the urban context of today both locally and globally. While taking a theological (Christological) approach, the seminar also examines biblical, social, historical, economic, and cultural factors for urban ministry within a human development framework for the formation of a "theology of the city." The purpose of the seminar is to enable students to develop their own theological foundation for urban ministry.

URBN 515   FAITH AND THE PROFESSIONS   1

This seminar focuses on: 1) the integration of personal faith, theology and the student practice of the profession; 2) based upon a theological framework for urban transformation, the student will explore the role of the Christian in the professional world and clarify his or her role and relevant issues of ministry, including personal witness, values clarification, ethics, and social justice within diverse ethnic and faith environments. Attention will be given to the role of faith in both the public and private sectors. Readings and reflection paper are required.

URBN 520   CROSS-CULTURAL SKILLS FOR
URBAN SERVICE   1

This seminar provides basic cross-cultural skills for relationship building, community development, and conflict management in the urban context. Through discussion of cultural value and world view differences, behavior norms, and conflict management styles, the student will gain basic theoretical understanding for work and ministry in the urban context. Through in-class exercises, students will develop beginning skills for adjusting behavior in a variety of cultural contexts. Readings and reflection paper are required.

URBN 525   RESOURCE DEVELOPMENT   1

This course will guide students in the development of professional skills in conducting community assessments, writing proposals, and engaging grantsmanship and resource developmennt for community-based initiatives.

URBN 535   PROGRAMMING FOR
YOUTH DEVELOPMENT   1

This course will examine the role of community-based programs in adolescent development. The dynamics of developing a quality out-of-school time program, funding resources, and evaluation issues will be explored. Required for Youth Leadership students.

URBN 540   RACE AND ETHNIC RELATIONS   3

This course is an examination of the social, historical, economic, and cultural factors that influence society's treatment of members of various racial and ethnic groups. It acquaints the student with an understanding of how social structures are organized in terms of minority-majority relations, for the advantage of some at the expense of others. The course utilizes the comparative-historical method and a human development theoretical perspective, bolstered by structural power for the maintenance of dominance/subordination among groups.

URBN 570   LEADERSHIP DEVELOPMENT   3

This is a course in the theory and application of leadership for effective administration of human resources in an urban context. Using the model of a community of practice, students will learn through readings, discussion, interviews, research and reflection on personal experience. The course examines various approaches to leadership and the theories that undergird them, while upholding the servant-leader model of Jesus as the guiding example. Students will examine the lives of two living leaders, as well as the essential skills and characteristics necessary for effective leadership. Students will evaluate their own strengths and weaknesses as leaders and develop a Leadership Action Plan addressing a specific organizational need as a culminating project.

URBN 575   APPLIED RESEARCH AND EVALUATION   3

This course is an introduction to applied research and evaluation. The primary emphasis is on qualitative research and evaluation methods for use in private voluntary organizations such as churches, urban ministries, missions, and relief and development organizations. Applied research is presented as a systematic inquiry designed to provide information to decision makers and/or groups concerned with particular human and societal problems. Christian perspective on the purpose and practice of research is of special interest.

URBN 580   URBAN MODELS FOR SOCIAL
TRANSFORMATION   3

This culminating course is taken at the beginning of the final year of the program. It requires students to study in-depth replicable models for social change. Based on research by professionals, and including site visits to community models, students will review interdisciplinary theory, collaborative processes, program evaluation, and effective practices in preparation for a required final urban community transformation project proposal. Reading, model analysis, writing a case study, and Project proposal are required.

URBN 595   RESEARCH INTERNSHIP   3-9

The Graduate Research Internship is a course for visiting graduate students and qualified others who wish to intern with urban community organizations and critically reflect and write on their experiences through a formal process. The course requires 200-300 hours of internship, attendance at supervised meetings and a final research project. Open to senior undergraduates by special approval.

URBN 630   SPECIAL TOPICS   1

This one-credit professional seminar will address contemporary issues or skills relevant to students in Urban Studies. It will be offered as needed as a seminar elective open to students in any concentration of the MA in Urban Studies program. This will fulfill one of the three required professional seminars. One-two books will serve as required reading and a project will be completed.

URBN 690   GRADUATE RESEARCH/THESIS PROJECT   3
This is the culminating core research project for all graduate students in the Campolo School for Social Change. The Graduate Research Project is a culminating scholarly process demonstrating the student's academic studies in the Campolo School for Social Change. The graduate research requirement will be met by a research project. This project may be an acceptable program research project, including but not limited to a business plan or feasibility study including survey research and literature review, a program evaluation, a case study report, a major literature review, an impact case study project, or original research thesis. The final determination of the form to be selected must be decided in consultation with the director(s) of the student's study. A culminating oral presentation of the project will be presented at the Annual Graduate Research Symposium. (Prerequisites: URBN 501, 575, 580) $300 thesis fee.

ARTS IN TRANSFORMATION CONCENTRATION

**ARTS 525   FOUNDATIONS FOR ARTS AND
                    TRANSFORMATION   2**
This course presents an in-depth study of the arts and the transformational roles they have played throughout history. Artist typology will be explored along with major change models and arts-based communication paradigms. These set the stage for the fields of arts-based community development, cultural community development, development communication, and arts-based community mission. Students will compare and contrast the diffusion models of entertainment media and development communication with participatory methods of arts-based community development models. Practical applications of theory and theology will be considered for community involvement, health education, public art and public arts policy, standards for community arts programs, and program evaluation. Planning project required.

**ARTS 530   ARTS IN COMMUNITY AND
                    ECONOMIC DEVELOPMENT   1**
Arts in Community and Economic Development applies the theories of An Introduction to Arts and Transformation to practical problems arising from poverty and injustice in local communities. An emphasis will be placed on the process for becoming a catalyst within the community and the skills of community assessment and community program planning. Working models of community and economic development will be researched and critiqued.

ARTS 535   ARTS IN SOCIAL SERVICE   1
Arts in Social Services is a course that equips the student to work within formal structures in international, national, state and local service systems in the delivery of arts-based programs. Specific attention will be given to programming, legal requirements, finding and assessment. Cases and examples will be from overseas mission agencies, international agencies, the US social service system, and local city government and community groups. Topics of arts-based programming will include life skills training, after-school programs, dealing with homelessness, refugees, aging and HIV/AIDS. Students will write a program to be implemented in their Leadership Practicum.

ARTS 540   CULTURAL AND COMMUNITY CONTEXTS   3
This course is an examination of the social, historical, economic, and cultural factors that influence society's treatment of members of various racial and ethnic groups. It acquaints the student with an understanding of how social structures are organized in terms of minority-majority relations, for the advantage of some at the expense of others. The course utilizes an intensive overseas travel residency to introduce students these concepts. Additionally, students in various urban studies concentrations will have the opportunity to gain first hand knowledge of the local cultural world-view, explore models of arts-based, community development-based and/or youth leadership-based mission and service among the poor, the role of the arts in worship, and the relationship between culture, art and transformation. Specific attention will be given to cross-cultural skills and the dynamic of culture in community development. Portfolio and paper required. Travel fee. Course required of ARTS students in lieu of URBN 540. Option for other students in lieu of URBN 540.

**ARTS 545   ARTS AND CREATIVITY AND
                    HUMAN DEVELOPMENT   1**
This course is designed to introduce students to the nature of art as a creative endeavor from a theological perspective and its relationship to human development.

ARTS 550   ARTS AND SPIRITUAL DEVELOPMENT   1
Students develop practical teaching strategies for using the arts in helping children and youth in small and large classroom settings to awaken and develop a spiritual awareness in themselves and an understanding of their relationship to others. This is an interactive and creative class in which students develop and engage in various artistic projects and explore their own spirituality while learning techniques for teaching diverse youth. Students will also learn and develop practical strategies for using the arts in teaching spiritual concepts to children and youth using integrative arts and experiential learning styles. Based on a working model of teaching through music, drama, visual arts, games, and dance, participants will learn by doing and by creating their own integrative and creative productions and lessons aimed at involving children and youth in the exploration of character and spiritual development.

ARTS 555   ARTS IN EDUCATION   1
Students develop practical pedagogical strategies for using the arts in teaching the humanities and sciences, with principles that apply to all academic subjects. This is an interactive and creative class in which students develop and engage in various arts-based projects for application with curriculum and course development skills for diverse youth. Based on a working model of teaching through music, drama, visual arts, games, and dance, participants will learn by doing and by creating their own integrative and creative lessons aimed at enhancing student learning.

ARTS 565   ARTS IN HEALING   1
This intensive course introduces the student to the field of creative arts therapy and methods employed in therapeutic interventions. A focus will be given to the specific nature of the arts in healing brokenness, physical illness and emotional suffering among the poor and in crisis situations. Specific strategies for arts as healing will presented. Project required.

**ARTS 575   ARTS IN COMMUNICATION AND
SOCIAL COMMENTARY   1**

This course looks at the prophetic role of the arts in society. The arts are a vehicle for calling an unjust world into justice and righteousness. It then applies the arts: music, dance, theater, and art, as vehicles of communication by urban prophets throughout history who have used them as persuasive commentary on current urban problems, and calls to a better and just world. Further, it looks at the lives of prophetic artists and explores the unique experiences that thrust them into an urban world with a prophetic message of redemption. The course provides opportunities for critical thinking skills in evaluating art as used in holistic and faith-based community development. Processes for communication, social commentary and political and conflict discourse are considered.

ARTS 695   LEADERSHIP PRACTICUM I   1.5

This course is a practicum emphasizing the implementation of the basic philosophy and methodology of arts in community transformation. The development of necessary personal and community relationships is essential. Anyone graduating from this program must demonstrate a high level of ability in the formation of socially relevant programs. This practicum includes the implementation of leadership skills including: the principles and practices of needs assessment, planning, recruitment, training, and the ongoing empowerment of others. A combination of leadership experiences based on the student's artistic ability, learning goals and written reflective evaluations of these experiences are required.

ARTS 696   LEADERSHIP PRACTICUM II   1.5

This course is a practicum emphasizing the formation and oversight of new community development endeavors. Students are expected to work collaboratively with community, church, government and/or para-church organizations to implement the proposed program (or some variations thereof) written in the Arts in Social Services class. This practicum includes the implementation of various aspects of leadership including: the knowledge and understanding of needs, casting vision, strategic planning, training, management, and empowerment of volunteers and community members for social change.

COMMUNITY DEVELOPMENT CONCENTRATION

CDEV 500   COMMUNITY ORGANIZING   3

This course will develop a Christian framework for community organizing, as well as an understanding of the basic processes and skills used in community organizing. The student will be introduced to the principles for entering and mobilizing an urban neighborhood or other community with the goal of self-determination and empowerment. These principles will be underscored through theological and biblical reflection on an Incarnational model of community work. Skill development will occur in the student's own context through assigned interviews, exercises and analysis.

**CDEV 525   FOUNDATIONS OF COMMUNITY
DEVELOPMENT   2**

This course examines community development beginning with its historical roots. Policies that form the contemporary framework of the field will also be discussed, along with key theories such as social capital formation and asset develop-

ment. Successful church-based and secular community development models will be identified. Student knowledge will be tested through administration of a mid-term exam, completion of a final project, and project presentation.

**CDEV 545   NEIGHBORHOOD ECONOMIC
DEVELOPMENT   3**

This course will explore biblical basis, historical perspective, current trends and models of asst-based neighborhood economic development. It will focus on the role of cities and city governments in faith-based and community-based economic development, the need for neighborhood vision and community organization, how to initiate a program or project, and relation of such projects to welfare-to-work, daycare and other support activities. (Prerequisite: 15 completed credits)

CDEV 575   URBAN PLANNING AND POLICY ANALYSIS   3

This course examines and the discipline of planning at three levels: urban, neighborhood and community with an emphasis upon the last. Types and critiques of planning theories will be provided. Methods for analyzing and resolving planning and policy issues at state and local levels will be learned. Case studies of particular cities and neighborhoods will be included. (Prerequisite: 15 completed credits)

**CDEV 655   DISASTER RESPONSE AND
COMMUNITY REDEVELOPMENT   3**

Responding to the destruction caused by disasters is both a traditional ministry of compassion among people of faith and a significant opportunity for community re-development. This course will provide students with an overview of how government agencies, major non-governmental organizations and Christian relief and development agencies operate in emergency situations, as well as the opportunities for congregations, local ministries and community-based organizations. Students will gain an understanding of the principles of the incident command structure widely used by government authorities and non-governmental responders, the effects of various types of disasters and related emergencies, public health issues related to disasters, the secondary economic and family-life impacts on communities, the strategies used for recovery and the typical roles of various governmental and non-governmental actors, as well as alternative approaches that emphasize community-controlled re-development. Students will develop professional skills in damage assessment, mobilization of volunteer resources, coordination of in-kind donations and spontaneous funding offers, management of emergency shelter and food service, and organization of recovery coalitions and partnerships. Students will have opportunities for on-site field work in a disaster situation and complete writing projects that prepare them to be effective leaders in future disasters. (Prerequisite: 15 completed credits)

**CDEV 670   COMMUNITY REVITALIZATION
STRATEGIES   2**

This course examines contemporary problems, approaches and success stories associated with the economic rebuilding of American cities and focuses on the separate perspectives of government, community groups, financial institutions and philanthropic organizations and on the opportunities for cross-sector collaboration in meeting the challenges.

CDEV 695   LEADERSHIP PRACTICUM   2

This course is a practicum emphasizing the implementation of the basic philosophy and methodology of community organizing and development. The development of necessary personal and community relationships is essential. Anyone graduating from this program must demonstrate a high level of ability in the formation of socially relevant programs. This practicum includes the implementation of leadership skills including: the principles and practices of needs assessment, planning, recruitment, training, and the ongoing empowerment of others. A combination of leadership experiences based on the student's learning goals for function and written reflective evaluations of these experiences are required. An integral part of this experience is the opportunity for students to: (1) observe community development carried out by a competent, experienced practitioner in the field, and (2) become experienced in program development under the care and counsel of a competent, experienced practitioner (mentor). Students will complete regularly scheduled supervisory dialogues with a mentor (from a church, para-church, community or governmental organization) over a period of one semester. Additionally, each student will be required to conduct weekly, supervised outreach or development activities. Placement: a minimum of 115 hours. Prerequisite: URBN 570, CDEV 525

YOUTH LEADERSHIP CONCENTRATION

**YTHL 525   FOUNDATIONS OF URBAN
                    YOUTH MINISTRY   3**

This course seeks to help students think biblically and theologically about the complex, multicultural challenges and issues related to urban youth ministry. This necessitates not only an ability to understand Scripture but the urban youth culture as well. This is an applied theology course, which means we will seek to understand the biblical/theological foundations for how we do youth ministry in urban settings and why it's done in those ways. Various methodologies will be explored (through texts and field research) and evaluated.

**YTHL 545   PSYCHOSOCIAL ASSESSMENT:
                    UNDERSTANDING URBAN YOUTH   3**

This course provides intensive training in understanding the psychosocial dynamics of urban youth and their families. It will equip students to develop a comprehensive understanding of the reasons why young people behave the way they do, with a view toward providing effective—and properly targeted —ministry to them and, where possible, their families.

YTHL 575   ADVOCACY FOR YOUTH IN THE SYSTEMS   3

This intensive course is designed to introduce students to the concept of advocacy and help develop skills necessary for effective support of youth involved in the juvenile justice and child welfare and alternative education systems. Introduction and exploration of the institutional approach to care are necessary in order to lay the foundation and understand the purpose for youth advocacy. The role of the advocate will be defined along with the purpose of advocacy as part of the natural (Christian) helping process. A holistic approach to helping with specific emphasis on a Christian worldview will be used through scriptural reference for helping and specific examples of advocacy (in scripture). This course will outline a systems approach to advocacy as well as direct service to individuals who are involved with the system. Collaboration and networking with other professionals will be addressed.

YTHL 585   URBAN YOUTH CULTURE   3

This course examines the impact of social problems and popular culture on urban youth. In addition to providing a social analysis of the institution of adolescence, the role of industry and its influence on youth culture, and the influence of urban youth culture on youth living outside of cities will be explored. Particular attention will be given to the values, attitudes, norms and rituals of sub-cultures within the urban youth culture. (Prerequisite: URBN 575)

**YTHL 655   APOLOGETICS FOR THE
                    URBAN YOUTH CONTEXT   3**

This course will examine the unique dynamics of defending Christian faith in street contexts, dealing with urban youth and spirituality issues. There will be an overview of the historical events and ideological movements leading up to the popularization of Islam in the African-American community. In-depth analyses of and apologetics for other contexts will also be explored. The influences of secular and other faiths, worldviews and value systems will also be discussed and evaluated. (Prerequisites: URBN 510, 525)

**YTHL 695   LEADERSHIP PRACTICUM I:
                    PROGRAMMING   1.5**

This course is a practicum emphasizing the implementation of the basic philosophy and methodology of youth outreach. The development of personal relationships, community relationships and youth development experiences with urban young people through relevant forms of outreach is essential. Anyone graduating from this program must demonstrate a high level of ability in the formation of youth development programs. This practicum includes the implementation of leadership skills including: the principles of recruitment, training, and the ongoing empowerment of volunteers (community, adult, and youth) for outreach. Students will complete regularly scheduled supervisory dialogues with a youth outreach mentor (from a church, para-church or community organization). Additionally, each student will be required to conduct weekly, supervised service to youth. Placement: 115 hours minimum. (Prerequisites: CDEV 525, URBN 570)

**YTHL 696   LEADERSHIP PRACTICUM II:
                    ADMINISTRATION   1.5**

This course is a practicum emphasizing the formation and oversight of new urban youth development programs or endeavors. Students are expected to work collaboratively with community, church or para-church organizations. Anyone graduating from this program must demonstrate a high level of ability in the development of new initiatives that meet the needs of urban youth. Students will complete regularly scheduled supervisory dialogues with a youth development supervisor (from a church, para-church or community organization) over the course of the semester. Additionally, each student will be required to conduct weekly, supervised outreach to urban youth based upon specified goals. Students are expected to complete a minimum of 115 hours, including field research, supervisory meetings and project implementation time. To be completed in the semester immediately following Leadership Practicum I. Placement: 115 hours minimum. (Prerequisites: URBN 525, 570, 695)

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 an affidavit of support or a letter of intent to support from a sponsor, and 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 student will be required to submit a $5,000.00 (U.S.) advance deposit before Eastern will issue a Certificate of Eligibility (I-20). (Note: accelerated programs do not admit F-1 students.)

LATE PAYMENT FEE (SEMESTER-BASED PROGRAMS)

If a student is registered in a timely manner, Eastern University will send a bill well in advance of the payment due date. If payment is not made prior to 2 weeks before the class start, a Late Payment Fee of $110.00 may be assessed.

LATE REGISTRATION

A student may register through the first day of classes, but a penalty may be assessed based on the following schedule:
Registration Due Dates:
- No penalty, may register online or by paper: Up to 4 weeks prior to session start
- Late Registration; must register by paper through the Student Accounts Office and include payment with registration: Up to 2 weeks prior to session start
- Late Registration with Late Payment Fee; must register by paper through the Student Accounts Office and include payment PLUS Late Payment Fee of $110.00: Up to session start

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 anytime 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 POLICY (SEMESTER-BASED PROGRAMS)

Any students who wish to withdraw from all courses are required to notify the Registrar in writing. 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 withdraw from all courses are eligible for a tuition refund* based on the following schedule:
Withdrawal during the regular semester:

the first two weeks	100%
the third week	50%
after three weeks	0%

*Refunds for Fast-Track and other non-semester programs vary based on policies for those programs.

MONTHLY ACCOUNT STATEMENT

On or about the 15th of every month, an account statement will be generated and mailed to students. 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 on your monthly statement, please contact the Office of Financial Aid directly at 610.341.5842.

MAILING POLICIES

The Student Accounts Office uses the following guidelines for the addresses used on its various mailings:
- Session Bills are always sent to a home mailing address unless otherwise requested.
- Monthly Account Statements are always mailed to the home mailing address unless otherwise requested.
- Warning Notices and other special notices about your account status are mailed to both home address and campus mailbox (if you have one). This is done to insure that notices of an urgent nature are handled promptly.
- All other informational materials and newsletters are mailed to your home address.

It is important that you keep address information accurate. Please contact the Registrar's Office for all address changes at 610.341.5853.

FINANCIAL AID INFORMATION

The financial aid program at Eastern University offers assistance to graduate students through graduate scholarships, graduate assistantships, Federal Stafford Subsidized and Unsubsidized Loans, and Eastern Univeristy Campus Employment (ECE). Contact the Office of Financial Aid or the Office of Graduate Admissions for an application packet (which will include the Eastern University Financial Aid Application) to apply for this assistance. Be sure to specify your program. Students enrolled in accelerated "fast-track" programs are not eligible to participate in the graduate scholarship or assistantship programs.

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.

FOUNDATION COURSES

Graduate students must complete any required foundation courses during the first twelve (12) months of their enrollment in order to have these courses considered for financial aid. Foundation courses taken after the first year will not be considered for aid or for Satisfactory Academic Progress.

ELEMENTARY OR SECONDARY TEACHER CERTIFICATION PROGRAM

The Federal Stafford Subsidized and Unsubsidized Loan is available to eligible elementary or secondary Teacher Certification students if they meet the standard loan eligibility criteria above and the following guidelines:

• Education Certification students (not enrolled in a graduate degree program) may qualify for up to $12,500 in the Federal Stafford Student Loan Program each financial aid year if the student has not exceeded their undergraduate aggregrate loan limit and is enrolled for a minimum of six (6) credits in that semester. Students enrolled only in the Education Certification programs are not eligible to receive Eastern Graduate Assistantships or Scholarships.

• Post-certification M.Ed. students may qualify for up to $20,500 in the Federal Stafford Student Loan Program each financial aid year as long as they have not exceeded their aggregate loan limit. Master's Degree candidates may also apply for consideration for an Eastern University Graduate Scholarship or Assistantship.

• Post-master's students may qualify for participation in the Federal Stafford Student Loan Program to complete elementary or secondary Teacher Certification requirements if they have not exceeded their aggregate loan limit. However, these students are not eligible to receive Eastern University Graduate Assistantships or Scholarships.

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 through select lenders 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/.

TITLE IV REFUND AND REPAYMENT POLICY

STUDENTS WHO RECEIVE TITLE IV FEDERAL FINANCIAL AID and wish to withdraw from ALL courses should complete an Eastern University Exit Interview with the Student Development Office and notify the Office of Financial Aid of their change in enrollment status. Students participating in the Federal Stafford Loan Program must complete a Loan Exit Interview online at www.aessuccess.org (contact the Office of Financial Aid 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.

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

RETURN OF FEDERAL TITLE IV FUNDS

The Office of Financial Aid 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 prior to completing 60% of a semester.

Recalculation is based on the percent of earned Federal Title IV financial aid using the following formula:

Percent of Federal Title IV Aid Earned is equal to: The number of calendar days completed up to the withdrawal date** divided by the total number of calendar days in the semester.

Federal Title IV financial aid is returned to the Federal Title IV programs based on the percent of unearned aid using the following formula:

After calculating the percentage earned, the institution multiplies that percentage by the total amount of aid that could be awarded for the payment period or semester. That gives the exact dollar amount of earned aid. The institution

then compares that amount to what was disbursed to the student. If the student received more than what was earned, the difference must be returned to the Title IV programs. If the student received less than what was earned, the student is due a post-withdrawal disbursement that must be paid within 30 days of the student's withdrawal date.

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, Monday through Friday from 9 AM 'til 5 PM.

If a student receiving Federal Title IV Aid withdraws after completing 60% of the semester, no Federal Title IV Aid will be returned. The student is considered to have earned 100% of the Federal Title IV Aid for the semester. The adjustment of aid may have implications for future aid years and it is therefore suggested that all students considering withdrawal contact the Office of Financial Aid for guidance.

* Federal Title IV Financial Aid includes:
 Federal Pell Grants
 Federal Supplemental Educational Opportunity Grants
   (FSEOG)
 Federal Perkins Loans
 Federal Subsidized and Unsubsidized Stafford Loans
 Federal Parent Loans for Undergraduate Students (PLUS)
** Withdrawal Date is defined as the actual date the student
  began the institutional withdrawal process, the student's
  last date of recorded attendance or the midpoint of the
  semester for a student who leaves without notifying the
  University.

***Eastern University will return the Title IV funds in the
  following order:
  - Unsubsidized Stafford Loans
  - Subsidized Stafford Loans
  - Federal Perkins Loans
  - Federal Plus Loans
  - Federal Pell Grants
  - Federal Supplemental Educational Opportunity Grant
  - Other Title IV programs

ACADEMIC POLICIES AND PROCEDURES

ADMISSIONS POLICIES
Eastern does not discriminate in its admission policies or in any other policy, program or activity on the basis of gender, age, race, color, national or ethnic origin, handicap, or marital or parental status.

Admission to undergraduate programs is open to adults 21 years and older with a high school diploma and demonstrated work experience. Bachelor's degree programs may require a minimum of transferable and/or earned Eastern credits with a cumulative grade-point average of at least 2.0.

To be admitted to any graduate program, the applicant must meet the following academic criteria:
 – Possess a bachelor's degree in any field from a
   regionally accredited college or university. If the

bachelor's degree was earned outside the United States, the program of study must be equivalent to a four-year U.S. baccalaureate degree program.
 – Have an overall undergraduate grade-point average of at least a 2.5 (professional/state requirements may require a higher standard for specific graduate programs).
 – Obtain acceptable scores on admission or professional tests, if required by the specific graduate program. Students from educational systems outside the United States whose language of instruction was not English must submit official results of the Test of English as a Foreign Language (TOEFL). Minimum acceptable scores are 550 for the paper-based test, 213 for the computer-based test and 79 for the Internet-based test. (May substitute IELTS official score report. Minimum acceptable score is 6.5.)

Specific programs may require interviews, essays, letters of nomination, or other supplementary information prior to making admissions decisions. Undergraduate foundation courses may be required for graduate students who do not have adequate preparation to benefit from the graduate courses offered.

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.

STUDENT CLASSIFICATION
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.

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. Graduate Counseling Psychology and Education students are limited to six credits in this classification.

Non-degree Student — A Non-Degree student is one who meets all requirements for admission to a specific graduate program, but who does not intend to work for an advanced degree at this institution. This classification includes students who plan to transfer credits to another institution, students studying for personal enrichment, and those who plan special programs of study not connected with a specific department and not leading to an advanced degree. Students must complete and submit an application, proof of graduation in the form of a final transcript from an accredited undergraduate program, and a non-refundable application fee prior to beginning course work. Courses with prerequisites may be taken only if the prerequisites have been met. Students wishing to take more than fifteen graduate credits must apply to Graduate

Admissions as a degree candidate and meet all admissions requirements as outlined previously. The credits must have been earned within five years preceding entry into the degree program.

Certificate Student — A certificate student is one who is engaged in a program of study leading to a certificate or equivalent recognition of accomplishment rather than a graduate degree program. Candidates for certification (but not a master's degree) must submit the same credentials as degree applicants and be accepted before they can proceed with a program that will make them eligible for certification. Instructional I certification candidates must also complete an interview with the Graduate Education Advisor and may not enter a degree program until certification requirements are complete. NOTE: External agencies have authority to impose new standards for certification before a student's program of study is completed.

Doctoral Student — A doctoral student is one who has earned a master's degree and is enrolled in the Ph.D. program.

Graduate Student — A graduate student is one who had earned a bachelor's degree from a regionally accreditted college or university and is not pursuing a second bachelor's degree.

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/term; they are considered half-time when enrolled for at least 6 credits.

Graduate students are full-time when enrolled for at least 9 credits in a regular semester/term; they are considered half-time when enrolled for at least 4.5 credits.

TRANSFER OF CREDIT

Students may transfer credit from a variety of sources at the time of admission or during the program of study. Students wishing to transfer credits may be asked to submit catalog descriptions, course outlines, texts, or other materials in order that proper credit be given. Official transcripts or other documentation is required.

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 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 accreditied college or university.

A maximum of nine graduate semester credits may be transferred from another accredited graduate program with the approval of the director of the appropriate program and the dean. (Transfer credit is not accepted in accelerated, self-contained degree programs.) An official transcript for this course work must be received by Eastern in order for the course to be transferred. No credit will be granted for courses taken at another institution in which the student has earned less than a grade of "B."

Course work to be taken at other 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.

SECOND MASTER'S DEGREE

Graduate students may not "transfer" credits from the first master's degree.

PORTFOLIO CREDIT

A student who has earned at least six Eastern credits may submit the appropriate documentation and fees for evaluation of Life Learning (Portfolio) credits. Some programs do not award credit under this provision.

CHANGE OF MAJOR AFTER ADMISSION

Acceptable scores on required admissions tests (e.g., GMAT) must be obtained before a request to change majors will be reviewed. Approval 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. Furthermore, attendance records are maintained and are essential to comply with government regulations for recipients of financial aid and assistance programs, as well as accreditation standards.

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 printed materials for specific attendance policies for your program.

INACTIVE STATUS AND READMISSION

A student who has not taken course(s) in the preceding 12 months will be placed in "Inactive Academic Status." The program director must approve the Application for Readmission before a new registration will be accepted.

TIME TO COMPLETE UNDERGRADUATE DEGREE PROGRAMS

There is no maximum time limit to complete requirements for an associate's or bachelor's degree. Students who interrupt their study for five years or more and re-enter must fulfill the graduation requirements in effect at the time of their return.

TIME TO COMPLETE GRADUATE DEGREE PROGRAMS

All requirements for a graduate degree, including courses, comprehensive examinations, internships and theses, must be completed within seven (7) years of enrollment as a degree candidate.

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 the equivalent time in other sessions, a student may drop a course, thereby receiving no grade, by filing a drop request with the Registrar.
– A grade of "W" will be entered on the academic record of any student who drops a course before 75% of the semester or term has elapsed. Courses carrying a grade of "W" receive no credit and are not counted as hours attempted, even though they may carry a financial obligation.
– A student who withdraws from a course after the 75% time frame will receive a grade of "WF" which is computed as an "F." (Exceptions are made for extreme circumstances and are handled on a case-by-case basis.)

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

A grade of "W" will be entered on the academic record of a student who withdraws prior to the end of the withdrawal period. Courses carrying a grade of "W" receive no credit and are not counted as hours attempted, even though they may carry a financial obligation. The ability to withdraw and receive refunds for programs vary based upon the established policies of these courses.

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. Graduate students need to have earned a minimum of 6 credits before attempting directed study. The directed study form is available on the Office of the Registrar Web page.

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.
– Graduate students may repeat courses in which they earned grades of "B-" or lower. Only two courses in the graduate program may be repeated. The same course may be repeated only once, including withdrawn courses.
– 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 (Undergraduate only)
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 Dean of Academic Affairs.

GPA

The total quality points divided by the total credit hours which the student has attempted yields the grade-point average. Foundation courses are not considered in calculating the grade-point average, nor are courses graded Pass.

INCOMPLETE

The grade "I" is given when a student fails to complete course requirements because of some unusual circumstance beyond his/her control. The "I" must be approved by the professor teaching the course. Incompletes for term-based and residency-based programs must be removed within one term. 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 serious illness or accident, 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, should be completed and submitted to the Dean, along with documentation of the illness or accident. "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.

Internships can be a special situation with extended time required to fulfill the work. Therefore, extensions for incompletes in internship courses will be considered on a case-by-case basis.

At the time of review of academic progress and before the start of the next session (see Academic Standing section) graduate students having more than one Incomplete in a semester will have their records reviewed. This review may include contacting the professors of record who granted the Incompletes. The dean is authorized to place students with more than one Incomplete on probation.

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 semester[4].

Step 2: A student may initiate a formal appeal by completing the Grade/Evaluative Action Appeals Form (Appeals Form) and submitting it to the course instructor. The Appeals Form must be submitted within four weeks of the beginning of the semester[4] immediately following the semester[4] in which the grade/evaluative action was received. The Appeal Form must include all necessary documentation and evidence to support the grade/evaluative action appeal (Note: no additional documentation may be submitted beyond this step). The student should keep a copy of the form and attachments in the event that the student chooses to proceed to Step 3. The instructor will respond to the Appeal Form and accompanying documentation in writing within two weeks of receiving the Appeal Form[2].

Step 3: If the student is still not satisfied with the resolution, the student must make a written[1] 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[1] request to the departmental chairperson/program director to submit the Appeal Form and accompanying documentation to the program Dean. This written request must occur within one (1) week of receiving the departmental chairperson's/program director's decision. The departmental chairperson/program director will then forward 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 written[1] 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.

SATISFACTORY ACADEMIC PROGROSS

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

1.75 GPA . . . less than 25 credits
1.85 GPA . . . more than 25, but less than 42 credits
1.95 GPA . . . 42 to less than 55 credits

Graduate students must achieve a minimum 3.0 cumulative GPA once 12 credits are earned.

2.75 GPA . . . less than 12 credits

ACADEMIC PROBATION

Students who fail to achieve the required grade-point average for their level of credits are placed on probation and have one semester or term in which to return to good academic standing. Students with two or more incomplete grades may be placed on probation when normal progress toward graduation is in jeopardy.

Graduate students in Counseling Psychology and Education programs who are placed on Academic Probation will be limited to two courses of any kind (graduate or undergraduate), or a maximum of 6 credit hours, until they return to good academic standing.

DISMISSAL

Students may be dismissed from Eastern for failure to maintain the required cumulative grade-point averages, for ethical misconduct, or for failure to complete graduate degree requirements within the allowed period of seven years. 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.

Particularly at a Christian institution such as Eastern University, professional and moral behavior is expected. A violation of integrity and honesty is a serious offense, considered sufficient basis to terminate enrollment.

APPEAL OF PROBATION OR DISMISSAL

Students may appeal probation and dismissal decisions to the Graduate Academic Appeals Committee (convened for such appeals, as needed) by submitting a letter explaining and documenting any extenuating circumstances that may have affected their academic performance. Appeal letters must be received within two weeks of receipt of notification of probation or dismissal. Letters should be sent to the Registrar, who will forward them to the chairperson of the ad hoc Committee. The decision of the Committee following the appeal will be final.

GRADUATION

It is the responsibility of the student to notify the Registrar's Office of his/her intention to graduate. Notification must be given six months in advance of the anticipated graduation date. It is the student's responsibility to make sure that all transfer credits are recorded on the transcript prior to submitting a notification of intent to graduate. In order to receive a diploma, the student must have completed all requirements for the degree and must have a minimum grade point average of 2.0 for undergraduate degrees and 3.0 for graduate degrees. Diplomas are issued to graduates on May 31, August 31 and December 31 of each year. Diplomas are withheld from graduates who have unpaid bills or other obligations.

Commencements are held at the close of regular academic semesters in May and December. Students who receive diplomas in August are included in Commencement exercises the following December. Students must be registered for and plan to complete all required coursework by May 31st/ December 31st to be eligible to participate in the respective ceremonies.

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; and
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 Director of Student Services. 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 Dean of Academic Affairs, who will forward the information to the Director of Student Services. (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.

RIGHTS OF THE ACCUSED

An individual accused of misconduct shall be granted the following prerogatives. 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 Director of Student Services 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 Director of Student Services (or designee) 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 Director of Student Services 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 Director of Student Services 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 discre-

tion of the Director of Student Services. Hearings are not open to lawyers engaged by the accused.

3. The accused must notify the Director of Student Services 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 Director of Student Services or Judiciary Board reserves the right to consider the cases separately or jointly.
5. The Director of Student Services 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 Director of Student Services, or, if the matter is before the Judiciary Board, disciplinary action shall be recommended to the Director of Student Services.
8. The decision shall be reported to the accused by the Director of Student Services 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 GPS Director of Student Services 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 Director of Student Services 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 Student Services 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. Leave of Absence: When a student's behavior and/or attitude seems inconsistent with University expectations, it may be determined that the student should take a leave of absence 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 educational 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 Director of Student Services 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 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) Director of Student Services, 3) Dean of GPS. 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 a 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 Director of Student Services who will investigate it. The Director of Student Services may be reached at 610-341-1704.

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 Executive Dean of the Campolo College of Graduate and Professional Studies 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 Director of Student Services of her/his intent. The Director 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 Director of Student Services, after which the Director of Student Services 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 Director of Student Services, 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 Director of Student Services 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 confidentially 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 Director of Admissions & Student Services.

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 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.

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 and job sup-

port groups to help with career transition, are also provided at: www.eastern.edu/academic/ccgps/career_serv/index.shtml.

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 accounts 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/security/index.shtml to sign up for the Emergency Alert System.

FACULTY/ COURSE EVALUATIONS

Students evaluate instructors and curriculum after each course. These evaluation reports are held in confidence until the instructor submits course grades.

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.

INFORMATION SECURITY

The University Registrar and Vice President for Information and Technology provides oversight for the University's information security. This plan complies with the Family Educational Rights and Privacy Act (FERPA) and the Gramm-Leach-Bliley Act (GLB Act). 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.

The Family Educational Rights and Privacy Acts affords students the right to: review their education records within 45 days of the University's receipt of the request; request an amendment of the education records that are believed to be inaccurate; and consent to disclosures of personally identifi-

able information contained in education records, except to the extent that FERPA (the law) authorizes disclosure without consent. A student may file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements by writing to Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue. SW, Washington, D.C. 20202-4605.

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 close (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.

LIBRARY INFORMATION

Forty-four (44) TCLC (Tri-state 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

Research Services Quick Menu provides links to the databases licensed by Eastern University. See page 49 for the access codes that can be used for off-campus users who choose to access the databases without going through the proxy.

ONLINE COURSES/BLACKBOARD

Eastern University uses Blackboard, one of today's best platforms, 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, you need the following:

- A computer with Internet access using a 56K modem or higher. A 28.8K modem may be used; however, download times will be slow.
- An Internet browser such as Internet Explorer 5.0 or Netscape 4.7 or higher
- Your Eastern University online user name and password

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" Button
    It 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 the Blackboard Administrator at 610-225-5037.

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 g.p.a. statistics are updated weekly. To access student records:

1. Go to www.eastern.edu
2. Select E-Net
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 referenced below 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 are having difficulty utilizing the E-net system, you can contact the "help desk" staff person at 610-341-5850, or at helpdesk@eastern.edu. 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 accelerated programs are registered for the duration of the program unless there is an interruption in attendance. Students should contact the Registration Coordinator to re-register with a new cohort, make up missed courses, or make arrangements to repeat courses with low grades. Students who re-register are required to pay the tuition rate and fees in effect at that time.

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), Associate 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), Associate 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), Assistant Professor of Counseling Psychology (B.A., Connecticut College; M.A., Ph.D., Bryn Mawr College)

David A. Fraser ('86) Professor of Sociology and Christian Studies (B.S., Columbia Bible College and Seminary; A.B., Stanford University; A.M., Harvard University; M.Div., Fuller Theological Seminary; M.A., Ph.D., Vanderbilt University)

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)

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)

Jean Landis ('04), Assistant Professor of Education (B.A., University of North Carolina; M.A., University of Michigan; Ed.D., University of Pennsylvania)

Melisande McCrae ('06), Assistant Professor of Organizational Development (B.A., Temple University; M.Ed., Ph.D., Pennsylvania State University)

Michael McFee ('01), Assistant Professor of Counseling Psychology (B.A., M.A., Psy.D., Forest Institute)

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)

Ruth Baugher Palmer ('02), Associate Professor of Counseling Psychology (B.A., Messiah College; M.Ed., Ph.D., Temple University)

Geraldine Remy ('06), Lecturer of Nursing (B.S., Gwynedd Mercy College; B.S., Delaware Valley College; M.S., University of Pennsylvania)

Sheri L. Robinson ('00), Lecturer of Organizational Management (B.B.A., University of Michigan; M.B.A., University of Texas; J.D., Temple University)

Susan Seltzer ('04), Lecturer of School Health Services (B.S.N., Marymount University; M.S.N., West Chester University; School Nurse Certificate, Widener University)

Joyce Wallace ('06), Lecturer of Nursing (B.S.N. Northeastern University; M.S.N., University of Pennsylvania)

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 GRADUATE AND PROFESSIONAL STUDIES FACULTY

Darlene A. Atta ('07), Visiting Lecturer in Urban Studies, M.Sc., New Hampshire College

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

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)

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

James Goodhart ('00), Education (Ed.D., Lehigh University)

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Mark E. Lomax ('07), Management, (B.A., La Salle University; M.B.A., Eastern University)

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

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Josef Ridgway ('03), Education (B.S., LaSalle University; M.Ed., University of Virginia)

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

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

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

Frank Wright ('92), Education (B.S., West Chester University; M.A., Villanova University)

EMERITUS FACULTY

Anthony Campolo, Professor of Sociology (A.B., Eastern Baptist College; B.D., Th.M., Eastern Baptist Theological Seminary; Ph.D., Temple University)

James Engel, Distinguished Professor of Marketing and Research (B.S., Drake University; M.S., Ph.D., University of Illinois)

A. Gilbert Heebner, Distinguished Professor of Economics (B.A., University of Denver; M.A., Ph.D., University of Pennsylvania)

Helen W. Loeb, Professor of Education (B.S., Rowan University; Ed.M., Temple University; Ph.D., Bryn Mawr College)

Marvin W. Meyer, Professor of Biology (B.A., Wabash College; M.A., Ph.D., Northwestern University)

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Polly Berol, Dean of Finance and Operations

Anthony Blair, Dean of Academic Affairs

Leonard Jamison, Dean of the People for People Institute

Helen Loeb, Associate Dean for the Loeb School of Education

Peter McLallen, Director of Information Services

Vivian Nix-Early, Dean of School for Social Change

Judy Williams, Director of Enrollment Management

CCGPS ACADEMIC UNIT LEADERS

Department of Counseling Psychology, Gwen White, Chair

Department of Nursing, Mary Boylston, Chair

School for Social Change, Vivian Nix-Early, Dean

School of Management Studies, TBD, Chair

School of Leadership and Development, Sharon Gramby-Sobukwe, Chair

Loeb School of Education, Helen Loeb, Associate Dean

Office of Interdisciplinary Studies, Anthony Blair, Dean

People for People Institute, Leonard Jamison, Dean

2008 ACADEMIC CALENDAR
Counseling Psychology, Economic Development, Education, International Development, School Health Sciences and Urban Studies

SPRING 2008 SEMESTER

Classes Begin/Last Day to Register	Monday	January 14
Martin Luther King Holiday Observed – No Classes	Monday	January 21
Last Day to Make Schedule Changes (Drop/Add)	Wednesday	January 23
Mid-Semester Vacation	Saturday-Sunday	March 1-9
Easter Break	Friday - Monday	March 21-24
Graduate and Evening Classes Resume at 4:30 pm	Monday	March 24
Last Day to Withdraw from Class - No Academic Penalty	Thursday	March 27
Registration for Fall 2008	Online Begins	Late March
Classes End	Monday	April 28
Study Day	Tuesday	April 29
Final Examinations	Wednesday-Tuesday	April 30 -May 6
Baccalaureate	Friday	May 9
Commencement	Saturday	May 10

SUMMER I (OPTIONAL SESSION)

Classes Begin	Wednesday	May 14
Memorial Day Holiday	Monday	May 26
Classes End/Final Examinations	Tuesday, Wednesday	June 24, 25

SUMMER II (OPTIONAL SESSION)

Classes Begin	Monday	June 30
Independence Day Holiday	Friday	July 4
Classes End/Final Examinations	Wednesday, Thursday	August 6, 7

FALL 2008 SEMESTER

Classes Begin/Last Day to Register	Wednesday	August 27
Labor Day Holiday - No Classes	Monday	September 1
Last Day to Make Schedule Changes (Drop/Add)	Wednesday	September 3
Homecoming/Family Weekend	Friday-Sunday	October 10-12
Registration for Spring 2009	Online Begins	Late October
Last Day to Withdraw from Class - No Academic Penalty	Wednesday	November 5
Thanksgiving Vacation	Wednesday-Sunday	November 26-30
Classes End	Friday	December 5
Final Examinations	Monday-Friday	December 8-12
Commencement Ceremonies	Saturday	December 13

NOTE: Accelerated programs offered in Addiction Studies, Business, Education (B.A.), Leadership Development, Management of Information Systems, Nonprofit Management, Nursing, Organizational Leadership, and Organizational Management follow rolling calendars individualized for each cohort of students.

CORRESPONDENCE DIRECTORY

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1300 Eagle Road
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Fax: 215-765-3605

ACADEMIC SCHOOLS/DEPARTMENTS

Counseling Psychology Department	610-341-1595
School of Education	610-341-1383
Nursing Department	610-341-5896
School for Social Change	215-769-3100
School of Leadership and Development	610-341-4394
School of Management Studies	610-225-5720

CONTACT INFORMATION

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

Admissions	610-341-5972	Executive Dean of Graduate and	610-341-5929
Alumni Affairs	610-341-1456	Professional Studies	
Athletics	610-341-1736	E-Mail Help Desk	610-341-5849
Billing	610-341-5831		acadcomp@eastern.edu
	FAX 610-341-1492	Financial Aid	610-225-5102
Blackboard Help Desk	610-225-5037		FAX 610-341-1492
Bookstore	610-341-5815	Financial Aid/Student Accounts, Advisor	610-225-5114
Career Planning	610-341-5526	International Student Advisor	610-341-5870
Christian Life Activities and	610-341-5826	Public Relations	610-341-5930
Chaplain's Office		Registrar	610-341-5853
College of Graduate and	610-341-1395		registra@eastern.edu
Professional Studies	FAX 610-341-1468	Registration Changes (Accelerated Programs)	610-341-1391
Computing Help Desk	610-341-1726	Registration (Semester Programs)	610-341-5853
	helpdesk@eastern.edu		FAX 610-341-1707
Curricular Matters, Records,	610-341-5853	School Nurse	610-341-5955
Transcripts	FAX 610-341-1707	Security (St. Davids)	610-341-1737
Cushing Center for Counseling and	610-341-5837	Student Accounts Office	610-341-5831
Academic Support			FAX 610-341-1492
Dean of Academic Affairs	610-225-5055	Student Services	610-341-1397
Dean of Finance and Operations	610-341-1386	Webmaster	610-341-5973
Director of Enrollment Management	610-341-1704		

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