

# **EASTERN UNIVERSITY**

**SCHOOL OF ARTS AND SCIENCES**

**2003-2004 CATALOG**

2003 Undergraduate Catalog



# EASTERN UNIVERSITY

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

**[www.eastern.edu](http://www.eastern.edu)**

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### ***Eastern University Is An Equal Opportunity University***

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

### ***Regulation Change***

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

# President's Welcome

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It is a privilege to welcome you to Eastern University, a Christian community of higher learning. For over fifty years students have found knowledge and calling here through the integration of faith, reason and justice. That is a sacred and exciting journey of the mind, heart and hands where study is regarded as a form of worship. So is the way we live and serve together. In fact, we view each student as "God's workmanship" (Eph. 2:10) which translates literally as "God's masterpiece of art."

Masterpieces of art that have taken shape at Eastern in the past include world renowned social prophets like Tony Campolo and Bryan Stevenson. They also include thousands of other committed professionals whose Christlike knowledge and wisdom influence our complex society positively. Current students, committed to quality in all they do, will only build on that tradition.

My prayer for each student is that his or her wisdom will be like Solomon's. 1 Kings 4 tells us that "God gave Solomon very great wisdom, discernment, and breadth of understanding, as vast as the sand on the seashore so that Solomon's wisdom surpassed the wisdom of all the people of the east...He composed 3000 proverbs, and his songs numbered 1005. He would speak of trees, from the cedar that is in the Lebanon to the hyssop that grows in the wall; he would speak of animals and birds, and reptiles and fish." I also pray that each student will declare with Jesus that "the Spirit of the Lord is upon me, because he has anointed me to bring good news to the poor... proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free..." (Luke 4:18).

A handwritten signature in black ink that reads "David R. Black". The signature is written in a cursive, flowing style.

*David R. Black, President*

# Mission Statement

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Eastern University is a Christian university of the arts and sciences dedicated through teaching, scholarship, service, spiritual formation, student development and societal involvement to the preparation of undergraduate and graduate students for thoughtful and productive lives of Christian faith and service.

We achieve our mission when our students develop a Christian worldview; sharpen their understanding and skills of critical thinking, reflection, analysis and communication; demonstrate knowledge and competencies in the liberal arts, the natural and social sciences and their major fields of study; experience genuine Christian community in a supportive environment which enables personal and spiritual growth; participate in opportunities for meaningful service; and grow in their love of God and neighbors.

The foundational assumptions with which we approach our tasks are:

## **Our Commitment To Scholarship And Teaching**

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We believe in the unity of God's truth, whether supernaturally revealed or humanly discovered, and we 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." As an educational community we seek to develop leadership and innovation, sound scholarship, original research and publications, and appropriate relevance as we maintain a high priority on excellence in teaching. We value highly the integration of Christian faith and learning in all academic disciplines and in the development of a Christian worldview.

## **Our Commitment To Scripture**

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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.

## **Our Commitment To The Church**

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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. We highly value our established relationship with the American Baptist Churches in the USA. We seek to maintain and strengthen this relationship while we also serve the larger Church in ways appropriate to our mission.

## **Our Commitment To Evangelism**

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We affirm the importance of calling all persons in this country and around the world to personal faith and faithful discipleship in following Jesus Christ as Savior and Lord. 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.

## **Our Commitment To Justice**

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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 this commitment, we seek to provide educational opportunities and financial resources to attend a private Christian university.

## **Our Commitment To The World**

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We affirm that Christ calls us to concern, understanding and involvement in the world, both near at hand in Philadelphia and the Main Line, and to far distant places around the globe. This includes work done in various careers and in volunteer service, in traditional Christian missions and in newly emerging forms of Christian service in a globally interdependent world. We seek to encourage each other as “ambassadors for Christ” and “agents of reconciliation” in a world torn apart by conflict and bound together throughout the world but also for the earth itself as responsible stewards of the environment and other physical resources.

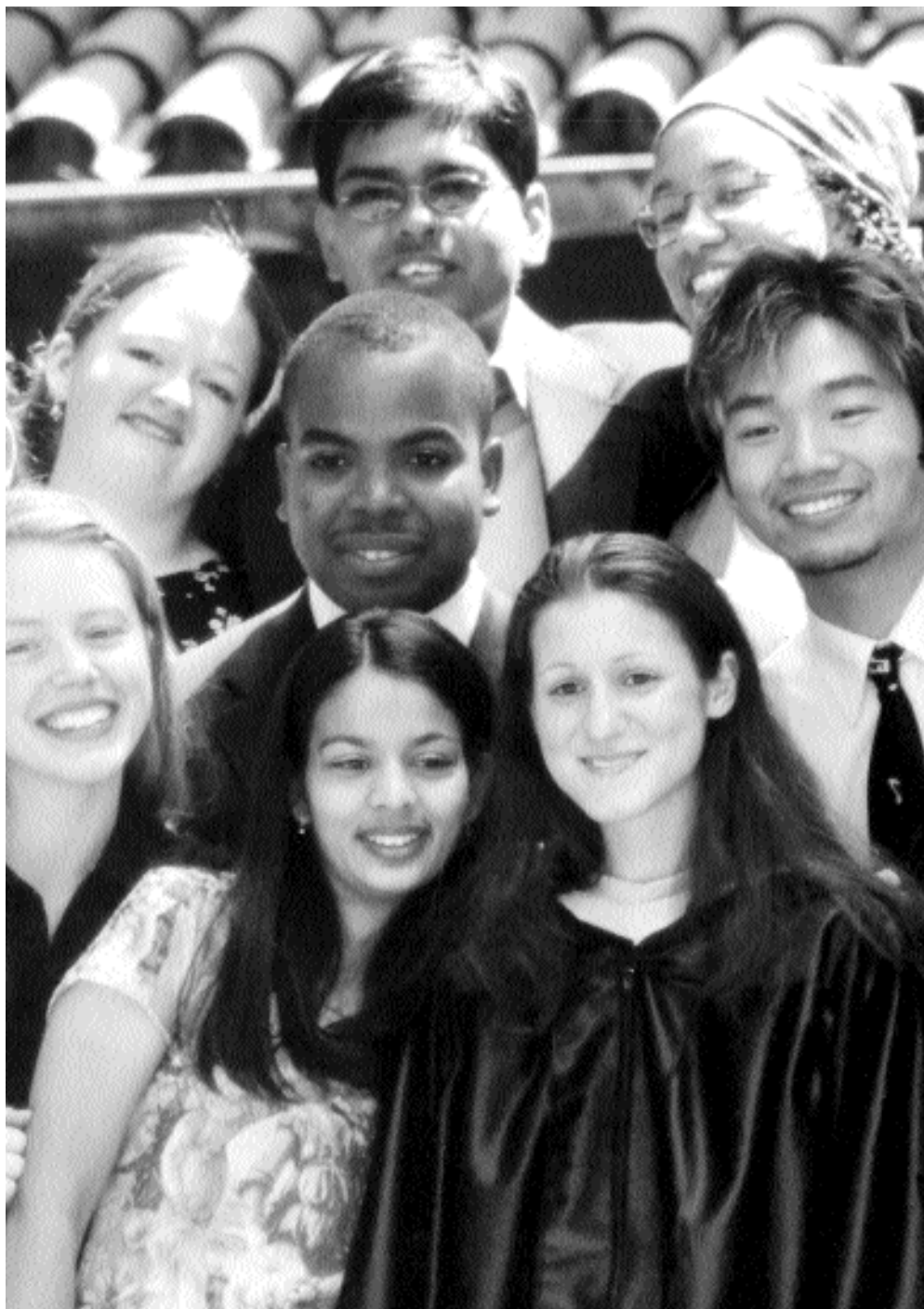
## **Our Commitment To Community**

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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 and faculty, staff and administration which embodies values of caring and compassion, justice and integrity, competence and affirmation. We want to encourage the holistic development of our students intellectually, emotionally and spiritually. We value faculty-student ratios which facilitate personal and mentoring relationships. We seek an inclusive student body, faculty, staff and Board. We seek 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.

*(Adopted unanimously by the Board of Trustees of Eastern College, September 29, 1989)*

CAMPUS LIFE



# An Introduction to Eastern

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

The University offers courses leading to the graduate degrees of Master of Arts, Master of Business Administration, Master of Science and Master of Education. Undergraduate degrees granted are Bachelor of Arts, Bachelor of Science, Bachelor of Social Work and Bachelor of Science in Nursing (for registered nurses).

Majors include accounting and finance, art history, astronomy, biblical studies, biokinetics, biology, biochemistry, chemistry, communications, elementary education, English, environmental studies, French, history, management, marketing, mathematics, missions, music, nursing, political science, psychology, social work, sociology, Spanish, studio art, theological studies, urban economic development, urban studies and youth ministries.

## History

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

After almost twenty years of growth and progress in response to an insistent demand that the college assume a larger and more independent role in the education of Christian young people, the Board of Trustees voted on April 17, 1951, to secure a charter and organize "Eastern Baptist College" as a separate institution. The Charles S. Walton estate was purchased for the college at St. Davids, Pennsylvania. The purpose of the college was to prepare students not only for the ministry but for all walks of life. The curriculum was enlarged, the faculty was strengthened and a co-educational liberal arts college was opened. In September, 1952 classes began and in 1954 the college received accreditation. Early in 1972, the legal name of the school was changed to Eastern College: A Baptist Institution. The purpose of this change was to increase the appeal of the college to all evangelical Christians, though the school retains its relationship to the American Baptist Churches in the USA. Eastern continued to grow in size and complexity, and was granted university status in December, 2001. Eastern University reunited with Eastern Baptist Theological Seminary, effective July 1, 2003. Today, Eastern University enrolls over 3000 students in its undergraduate, graduate, and professional programs.



## **Institutional Goal Statement**

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The following statement is an attempt by the trustees, administration, faculty, staff, students and alumni to express the purposes and specific objectives of Eastern University:

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

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

**To these ends, the University must:**

Attract persons who are:

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

Provide a curriculum which includes:

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

Design an environment which fosters:

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

Develop resources which will insure:

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

**Further, the University is committed to:**

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

## **Doctrinal Statement**

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Eastern is committed to an evangelical and theologically conservative position and is dedicated to the Lord Jesus Christ.

Therefore, it is the rule for members of the faculty, administration and Board of Trustees to subscribe annually in writing to the doctrinal statement of Eastern University which reads:

### **Section I**

We believe that the Bible, composed of the Old and New Testaments, is inspired of God and is of supreme and final authority in faith and life.

We believe in the supernatural as the vital element in the revelation and operation of the Christian faith.

We believe in one God eternally existing in three Persons—Father, Son, and Holy Spirit.

We believe that Jesus Christ was begotten of the Holy Spirit and born of the Virgin Mary, and that He is true God and true man and is the only and sufficient Mediator between God and humankind.

We believe in the personality of the Holy Spirit and that His ministry is to reveal Christ to humankind in the regeneration and sanctification of their souls.

We believe that man and woman were created in the image of God, and that they sinned and thereby incurred spiritual death.

We believe in the vicarious death of the Lord Jesus Christ for our sins, in the resurrection of His body and His ascension into Heaven, His personal and visible future return to the earth and that salvation is received only through faith in Him.

We believe that baptism is immersion of a believer in water, in the name of the Father and of the Son, and of the Holy Spirit; setting forth the essential facts in redemption—the death and resurrection of Christ; also essential facts in the experience of the believer—death to sin and resurrection to newness of life; and that the Lord’s Supper is a commemoration of the Lord’s death until He comes.

We believe that a New Testament church is a body of believers thus baptized, associated for worship, service, the spread of the Gospel, and the establishing of the Kingdom in all the world.

## **Section II**

Every member of the Board of Trustees, every administrative officer of the institution, professor, teacher, and instructor shall annually subscribe over his or her signature to the foregoing Doctrinal Basis, excepting only that a non-Baptist individual occupying any of the foregoing positions shall not be required to subscribe to that part of the Doctrinal Statement regarding the mode of water baptism and to the definition of the New Testament church, as stated in subparagraph J of Section 1.

## **Section III**

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

Recognizing the validity of the Christian faith and dedicated to Christian living, the instructor is given freedom to pursue his or her studies and present his or her teaching as he or she wishes.

A non-Baptist faculty member shall not be required to subscribe to the statements regarding the mode of water baptism.

## **Statement of Community Standards**

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Eastern University, as an intentional evangelical Christian academic community, aspires to pattern itself after the relationship between Jesus and his followers. That first Christian community demonstrated the attributes of forgiveness and accountability, affirmation and challenge, forthrightness and patience, in a spirit of servanthood and respect for diversity in the body of Christ. Eastern University attempts no less.

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

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

1. All forms of dishonesty, including cheating, plagiarism, furnishing false information to the University, altering documents with the intent to defraud.
2. The use, sale, distribution and/or the possession of marijuana and other illegal drugs.
3. Unauthorized use of tobacco products. The campus is smoke free.
4. The use or possession of alcoholic beverages on campus or in areas adjacent to the campus.
5. Inappropriate behavior including returning to campus drunk, intoxicated, or under the influence of alcohol or illegal drugs.
6. Unauthorized visitation in men's and women's residence halls.
7. Inappropriate sexual activity between unmarried students.

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

## **Student Right to Know and Campus Security Act of 1990**

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In Compliance with the Student Right-to-Know Act of 1990, the Eastern University Campus Security Report is available upon request from the Office of Undergraduate Admissions.

## Accreditation and Memberships

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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; (215) 662-5606
- Commission on Collegiate Nursing Education
- Council on Social Work Education for the Baccalaureate Major in Social Work

It is a member of the:

- American Assembly of Collegiate Schools of Business
- American Association of University Women
- American Association of Colleges of Nursing
- Association of American Colleges
- 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
- National League for Nursing
- 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
- Immigration Department for non-immigrant students under the Immigration and Nationality Act
- Pennsylvania Board of Law Examiners
- Pennsylvania Department of 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.

# Student Life

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

## **Christian Life Programs**

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As a Christian community, undergraduate and graduate students, faculty, administrators and staff join together in a voluntary service of praise and celebration every Wednesday at 10 a.m. in the gymnasium. In addition, students lead informal times of praise and sharing in various residence halls. A variety of student programs focused on worship, prayer and community building are facilitated through the Chaplain's office. Retreats are held annually in a number of undergraduate and graduate programs.

A wide range of ministry opportunities for students includes serving in inner-city neighborhoods, tutoring children, leading Bible clubs and sharing the good news of Jesus Christ through the Evangelical Association for the Promotion of Education (EAPE). Eastern has active chapters of Habitat For Humanity, Evangelicals for Social Action, Students Organized Against Racism, and Prison Ministry. Grow Groups are small groups led by student chaplains that focus on Bible study and mutual encouragement. Some undergraduate and graduate internships are provided in Christian agencies and churches.

Student Chaplains are committed to helping individual students grow as disciples of Christ. Faculty often serve as spiritual mentors to students.

Turning Point is a student ensemble which proclaims God's truth through vocal music. Transformed! a Christian drama team, and The Angels of Harmony, a Gospel music group, offer students opportunities for a creative outreach beyond the campus. Community service is required or encouraged in many courses and programs.

## **Windows on the World**

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The theme running through all of Eastern's programs is the development of Christian leaders for the 21st century and beyond. Windows on the World provides a strong intellectual, campus-wide forum where faculty and students enter into dialogue and debate in areas of the arts, culture, marketplace and political engagement. The forum's purposes are to enrich the vision of faculty and students; to stimulate engagement with secular issues from a Christian perspective; to provide an all-campus opportunity to hear leading Christian thinkers present differing Christian perspectives on complex issues; to articulate reasons why Christians should serve the common good, all to the greater glory of God.

## Convocations

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Eastern University calls two formal convocations each year. Both are required events for faculty and resident students and are highly recommended for all other students.

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

The Honors Convocation comes at the beginning of the Spring semester and focuses on one or more types of scholarship: discovery, integration, teaching and application. During this convocation, the deans announce the names of those students who have achieved a high level of scholarship in several areas. The program emphasizes that scholarship and academic achievement must be anchored to a purpose, and that is to glorify God through Christian service.

## Residence Life

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

## Counseling and Academic Support

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The Cushing Center for Counseling and Academic Support provides tutoring, writing assistance, career development, counseling and psychological services.

**Professional counseling services** include academic as well as personal counseling for students experiencing emotional difficulties or crises.

**The Tutoring Center** is a parallel component of CCAS. Staffed by professionals and peer tutors, it assists students with academic needs, time management, study skills, and specific content areas.

**The Writing Center** is staffed by trained writing assistants who are committed to helping all students improve their writing through individual appointments and drop-in visits.

## Career Services

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Career planning and job search assistance is available for all students. The Career Services staff help students to identify interests and abilities, explore careers, choose a career and develop job search skills. Services include counseling, testing, workshops, job fairs, referral services and job postings.

## Student Leadership Development

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Student leadership is encouraged through the Leadership Grant Program, which assists selected students through a four-year leadership development process. A Leadership Minor is available to any interested student who wishes to study leadership in an integrated and systematic way. Campus leaders participate in the Leadership practicum and other events that help strengthen their service.

## Student Government

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Much of the government of student affairs is coordinated by the elected members of the Student Government Association. The SGA operates under a regular constitution with elected student officers.

## Student Publications

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**The Waltonian**, the University newspaper, is published by students and is a member of the Associated Collegiate Press.

**The Log**, the University yearbook, is printed annually and summarizes classes, activities and individual achievements of seniors in particular.

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

## Honor Organizations

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

**Alpha Chi** is a University-wide honor society that encourages sound scholarship in all fields. Membership is restricted to the top ten percent of the junior and senior classes.

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

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

**Lambda Phi Eta** is the national honor society in communications.

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



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

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

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

**Sigma Theta Tau International** is an honor society for nursing students.

**Sigma Zeta** is a national honor society in the sciences.

## **Other Organizations**

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

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

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

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

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

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

**The Society for the Advancement of Management (SAM)** is an international organization devoted to helping managers develop professionally through communication and interaction with other executives in business, government and academic organizations. Its campus chapters are designed to assist students in their development as future professional managers through chapter participation and interaction with the parent organization.

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

## **Social Life**

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Campus-wide social activities include performances by contemporary Christian artists, movies, videos and dances. Students participate in plays, dance and musical performances, talent shows, coffee houses, contests and intramurals. Highlights of the year include the Spring Banquet, World Culture Day and Homecoming.

## **Cultural Enrichment**

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

**Student theatrical productions** are staged each spring and fall.

A program of sacred and interpretive dance is presented each year.

**Dance, instrumental and vocal ensembles** perform at Fall Convocation, Christmas Chapel, Honors Convocation and seasonal concerts.

## **Athletics**

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The Eastern University athletic department is affiliated with the NCAA Division III and participates in the Pennsylvania Athletic Conference. Intercollegiate sports offered to women include field hockey, basketball, soccer, softball, lacrosse, tennis, golf and volleyball. Intercollegiate sports offered to men include soccer, basketball, baseball, golf and tennis. Volleyball is offered as a men's club sport.

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

## **Equity in Athletics Disclosure Act of 1994**

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

# Location and Facilities

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## The St. Davids Campus

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The Eastern University main campus incorporates academic facilities, playing fields and residence halls with three small lakes and beautifully landscaped countryside. Half of its 106 acres remains in its natural state.

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

## Academic and Administrative Facilities

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The primary academic facility is the **McInnis Learning Center** which contains modern classrooms and offices for faculty, dean, provost, and registrar and a 300-seat auditorium for the performing arts. It houses the biology science center, a highly regarded curriculum laboratory for education students, the technical support center, a computer-assisted language laboratory, a state-of-the-art video taping classroom, and a student computer center.

McInnis Learning Center houses both the **Planetarium** and **Bradstreet Observatory**. The Observatory consists of two computerized 16-inch diameter Schmidt-Cassegrain telescopes, each housed under automated domes. The telescopes and computerized, highly sensitive, charge coupled device (CCD) cameras are controlled from within a shirtsleeve, climate-controlled, warm room. The Observatory is used primarily by astronomy students for class assignments and professional research but is also open to the community one night per week. The Planetarium has a 20-foot diameter dome housing a Viewlex Model Apollo instrument and more than 50 auxiliary projectors. The Planetarium is used by astronomy classes as well as thousands of school children and other community groups each year.

**Warner Library** is an attractive and comfortable facility housing volumes, periodicals, microforms and many audio and video recordings. The computerized catalog allows access to books and periodicals, and inter-library loan and computer data banks provide access to additional library holdings in the region.

The first and second floors of **Andrews Hall** house facilities for chemistry including offices, classroom space, a computer lab and teaching laboratories with scientific instrumentation, including 90 MH, NMR, GC, IR, AA, VV/vis and HPLC. Faculty offices for the business and communication programs are located on the second and third floors.

**Heritage House** includes classrooms and offices for the president, admissions personnel and the Templeton Honors College. The special acoustical qualities of its Great Room are ideal for concerts and recitals.

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

**Mall Cottage** houses student accounts and financial aid offices, and is located in the center of campus adjacent to the main parking area.

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

## **Athletic Facilities**

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The gymnasium, home of the Eagles, features a maple wood floor with six surrounding glass backboards and room for two top-of-the-line Senoh volleyball standards for tournament play and a 90-foot indoor batting cage.

The gymnasium houses men's and women's intercollegiate basketball, women's intercollegiate volleyball and men's club volleyball. In addition, an auxiliary facility provides space for intramural sports, aerobics and weight training. Also housed in the gymnasium complex are a dance studio and a fully equipped human performance laboratory for the biokinetics department.

Outdoor facilities at Eastern include four all-weather tennis courts, Hendler Baseball Field, Strain Field for field hockey, a softball field, the Stuart Memorial Fields which include a soccer/lacrosse field and a practice field surrounded by a quarter-mile walking track, and an outdoor pool.

## **Campus Center**

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**Walton Hall**, a 40-room estate house overlooking Willow Lake, serves as the University's student center. It contains the dining commons and coffee shop, bookstore, mail room and prayer chapel and lounge areas. Student development offices, the Cushing Center for Counseling and Academic Support, student activities, student government, chaplain and the *Waltonian* offices are here.

## **Student Health Services**

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The Health Center is located in Doane Hall off the A section lounge. A registered nurse is available to assist students in the self-care center, to advise students on health-related issues and to coordinate the services of the University physician. Students who have completed their health and immunization records may see the University nurse or physician at no charge.

## **Residence Halls**

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Seven residence halls located on the St. Davids campus provide living accommodations for 1000 students. They are Gallup Center, Kea Hall, Guffin Hall, Hainer Hall, Doane Hall, Gough Hall and North Campus Hall. Pennswood Hall, located in the small college town of Bryn Mawr, is six miles from St. Davids.

# Admission of Undergraduates

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

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

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

*Note: The following information applies only to students seeking admission to Eastern's "traditional" undergraduate program. Those interested in the School of Professional Studies (for students who have already earned at least 45 college credits and are 25 years of age or older) and the BSN program (for RNs only) should obtain specific information on admission requirements and financial aid availability from the appropriate offices.*

## Campus Visits

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Tours of the Eastern University campus and visits to classes can be arranged weekdays throughout the year. Interviews with an admissions counselor are arranged at any time. Prior arrangements must be made for tours or interviews by calling 800-452-0996 or 610-341-5967. The Office of Undergraduate Admissions is open weekdays from 8:30 a.m. to 5 p.m. and Saturdays by appointment.

## Basis for Admission

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

- a) SAT combined Math and Verbal scores of at least 1000, or an ACT composite score of 20;
- b) graduating in the top 50% of one's high school class;
- c) letters of reference indicating a strong likelihood of succeeding at Eastern;
- d) a personal essay responding to the Mission and Faith Statement of the University.

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

## Center for Counseling and Academic Support

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The University has established the Ellen Cushing Center for Counseling and Academic Support (CCAS) for motivated students who show the potential to succeed in college providing they have adequate support through counseling, tutoring and financial assistance. CCAS staff members provide assistance in writing, mathematics and a variety of subjects. Peer and professional counselors also aid students with emotional and psychological needs. EQUIP, a summer skills workshop, offers students an introduction to college life, cultural events, study skills and course work and may be required of some entering students. Prospective applicants interested in pursuing admission to Eastern through CCAS should contact the Office of Undergraduate Admissions for details.

## Transfer Applicants

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

**Transferring Credit** • Students transferring to Eastern University from regionally accredited post-secondary institutions are granted transfer credit for college-level courses with final grades of C (with the equivalent of 2 quality points on a 4-point scale) or higher. Specific course credit is granted for college courses when content is equivalent to Eastern courses. Courses with no Eastern University equivalent may be granted elective credit within the corresponding academic department. Technical and pre-professional courses completed at accredited post-secondary institutions are considered individually and may qualify for up to 30 semester hours of transfer credit. Eastern accepts credit for noncollegiate sponsored instruction and training programs as recommended by the American Council on Education. Distance learning may be accepted in transfer if the credit originates at a regionally accredited college or university and is posted on an official transcript from that institution.

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

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

Grades and quality points from transfer institutions are not included in the Eastern University grade-point average for entering transfer students.

## International Applicants

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Eastern University welcomes applications for admission from well-qualified, non-U.S. resident citizens of other countries. The admission procedures are the same for all students with the exception of the SAT, which is optional for international applicants. (However, if the international applicant does take the

SAT, he/she will be considered for academic/merit based scholarships.) The Test of English as a Foreign Language (TOEFL) with a minimum computer based score of 213 is required for students whose native language is not English.

An affidavit of financial support is required as part of the admissions process for international applicants. This document and the accompanying financial statements provide information that the applicant has sufficient financial resources to meet the expense of enrolling in the University. An advance payment of \$8,000 is required before the I-20 will be mailed to the accepted applicant in his/her home country.

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

## **How to Apply for Admission**

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1. Submit the Application for Admission and enclose the non-refundable \$25 fee. The application form can be obtained from the Office of Undergraduate Admissions, Eastern University, 1300 Eagle Road, St. Davids, PA 19087-3696.

2. Have the Applicant Reference Form completed and returned to the Office of Undergraduate Admissions.

3. Request the official SAT or ACT score report to be sent to the Office of Undergraduate Admissions. Applicants whose native language is not English must also submit the official Score Report of the Test of English as a Foreign Language (TOEFL).

4. Request an official copy of the high school record to be sent to the Office of Undergraduate Admissions and a final copy sent after graduation. A GED will be accepted in place of the high school transcript for applicants who did not graduate. Home-schooled students may present a transcript compiled by their home-schooling parents in place of a high school diploma or GED. However, if SAT or ACT scores are below the University's minimum admission standard, applicants will be asked to provide additional information about graduation requirements and record keeping standards established by their local educational authority. International applicants should submit mark sheets and examination results which have been certified.

5. Transfer applicants: In addition to the above items, have official transcripts of all previous college or university work sent to the Office of Undergraduate Admissions. Request a supplementary transcript to include courses in progress at the time of application as soon as the courses are finished. Transfer applicants may be asked to provide an institutional catalog to aid Eastern in the proper evaluation of courses.

## **When to Apply**

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

Early Application—the summer before applicant’s senior year of high school. Early application is for the student who is sure he/she wants to attend Eastern and desires early notification of admission.

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

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

## **Previously Approved Applications**

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Admission approval remains in effect for twelve months following the originally intended matriculation date. If an approved applicant who did not matriculate wishes to do so after this period has elapsed, he/she must send a written request to the Office of Undergraduate Admissions and submit official transcripts for any additional academic work.

## **Advanced Placement**

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

## **Early Admission**

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Outstanding candidates may request admission to Eastern University in place of their senior year of high school. Application must be made by the end of the junior year. A written recommendation by the high school guidance counselor or principal is required and should include: an opinion as to why it is advisable for the applicant to enter college early; an assessment of the applicant’s emotional and social maturity; and a statement that specific college courses will enable the applicant to receive a high school diploma. A personal interview in the Office of Undergraduate Admissions is also required.

## **College Credit for High School Students**

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Eastern University encourages above-average high school students to take college courses in fields not available in the high school curriculum and in other fields at a more advanced level. The student earns full college credit for each course. Each applicant is individually considered for admission to this program. Acceptance into this program does not guarantee the applicant admission to the University as a degree candidate.

This program is intended to operate in the summer session. However, consideration is also given to high school students during the regular academic year. More information may be obtained by writing to the Office of Undergraduate Admissions.



## **BSN for Registered Nurses**

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Graduates of diploma and associate degree nursing programs may earn a Bachelor of Science in Nursing through Eastern University's program for registered nurses (RNs). Most working RNs enter without validation testing. Contact the Department of Nursing at **1-800-732-7669** for details.

The BSN degree is required for graduate study in nursing. The graduate is prepared as a generalist. Study can be done on a full-time or part-time basis.

Eastern's BSN Program is approved by the Pennsylvania Department of Education and by the Commission on Collegiate Nursing Education. Program requirements are discussed in the curriculum section of this catalog under Nursing.

BSN students are eligible to participate in Title IV Financial Aid Programs based on filing the Free Application for Federal Student Aid (FAFSA). Pennsylvania State Grant eligibility will be determined by Pennsylvania Higher Education Assistance Agency (PHEAA) from information on the FAFSA. Students who want to participate in the Federal Stafford Loan Program must also file the FAFSA and a Federal Stafford Loan Master Promissary Note (MPN).

## **Non-Degree Studies**

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

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

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

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

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

## Readmission

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Students previously enrolled in good standing who have not attended Eastern for a semester or more and are not on leave of absence must apply to the Registrar at least four weeks prior to the beginning of the session. Students who have attended another college since last attending Eastern must submit an official transcript from that institution. **Transfer credit for such work will be granted where it is appropriate but grades will not transfer.** All former students accepted for readmission must pay the appropriate general expense deposit.

**Absence of Five Years or More** • Students who interrupt their study for five years or more and re-enter must fulfill the graduation requirements in the catalog in effect at the time of their return.

**Absence for Academic Difficulties** • Students who withdrew while on academic probation must apply to the Registrar for readmission. The Registrar will consult with the Academic Appeals Committee and will notify the student of the committee's decision.

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

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

Students must submit an application for readmission at least four weeks prior to the beginning of the semester for which they are seeking permission to enroll. Official transcripts for their course work should be sent to the Registrar. The Registrar will forward these to the Academic Appeals Committee and then will notify the student of the committee's decision.

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

## Financial Aid for Readmission

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

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

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

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

# Financial Assistance

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Eastern University is committed to providing an education to qualified students regardless of financial means. The financial aid program offers assistance to students in need through scholarships, grants, loans and employment. Merit-based renewable scholarships are offered to incoming and transfer students on the basis of their prior academic achievement and established Admissions academic criteria.

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

## **Annual Application Procedures and Deadlines**

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

All students interested in receiving need-based financial assistance, (Institutional, State or Federal) must complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1st. The Federal Processing Center will provide a Student Aid Report (SAR) to the students who have submitted a completed FAFSA. Students may file one of three ways:

- on the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- with the paper FAFSA
- with an online or paper Renewal FAFSA

Both the student and a parent must use a Personal Identification Number (PIN) to act as their "electronic signature" (e-signature) when filing the FAFSA electronically online. The PIN may be applied for online at [www.pin.ed.gov](http://www.pin.ed.gov). If an e-mail address is included, the student will be notified when the PIN is available. Otherwise, the PIN will be sent in the mail. If the PIN is not used to sign the FAFSA electronically, the signature page at the end of the FAFSA on the Web must be printed, signed and mailed to the Federal Processing Center.

Be sure to include Eastern University (code 003259) in the school section of the FAFSA to ensure that Eastern receives the SAR electronically.

Students needing information on how to complete the questions on the FAFSA or with questions regarding FAFSA on the Web should call the Federal Student Aid Information Center at 1-800-433-3243 or go to [www.studentaid.ed.gov/students/publications/completing\\_fafsa/index.html](http://www.studentaid.ed.gov/students/publications/completing_fafsa/index.html). TTY uses may call 1-800-730-8913. Callers from locations that do not have access to 800 numbers may call 1-319-337-5665.

### **FAFSA Deadlines**

1. New students should complete and submit the FAFSA on the Web by February 1st to ensure that the SAR is received electronically by the March 1st Eastern University priority filing deadline.
2. Returning students should complete and submit the FAFSA on the Web by February 1st to ensure that the SAR is received electronically by the April 1st Eastern University priority filing deadline.
3. Corrections to the SAR should be made as soon as possible, especially if the financial information for student and/or parent(s) was estimated on the FAFSA. Students should also be aware that their housing status must be updated on the SAR if there is a change.
4. A paper FAFSA may take 4-6 weeks to process from the time it is mailed. Therefore, students are encouraged to complete the FAFSA on the Web to meet both institutional and state deadlines.

### **Eastern Application Deadlines**

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

#### **Deadlines for Merit-based aid:**

- Academic Scholarships: including National Scholastic Award, Trustee's, Presidential, Provost's and Achievement are awarded on a rolling basis when the student's Admissions file is complete.
- Music Scholarships: are awarded on a rolling basis following the student's audition.
- Templeton Honors College Grant: awarded on a rolling basis following the student's interview; limited to 24 incoming students per academic year.
- Leadership Grant: applications must be received by April 1st – limited to 15 first-time students per academic year.
- Goode Scholars Scholarship: awarded on a rolling basis; limited to 20 incoming students per academic year.

#### **Deadlines for need-based aid:**

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

### **State Deadlines**

State Grant filing deadlines are usually listed on the paper FAFSA. Students should check with their state office of higher education to determine if a separate state grant application must be filed in addition to the FAFSA. All Pennsylvania (PA) residents must submit the FAFSA in time for the SAR to be received by Pennsylvania Higher Education Assistance Agency (PHEAA) by PHEAA's May 1st deadline. Students are urged to file the FAFSA as early as possible after January 1st. Since Eastern's deadlines are earlier than PHEAA's, students should aim for the earliest deadline to meet ALL deadlines.

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

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

### **FAFSA Exemptions**

Eastern University recognizes that a student may only be interested in accepting their Academic Scholarship (Trustee's, Presidential, Provost's, Achievement), Goode Scholars Scholarship, Music Scholarship, Leadership Grant or Templeton Honors College Grant, and is not interested in receiving other forms of aid. In this situation, the student would not be required to file the FAFSA.

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

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

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

## **Minimum Standards for Satisfactory Academic Progress for Financial Aid**

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Federal regulations require that an institution establish, publish, and apply reasonable standards for measuring whether a student, who is otherwise eligible for aid, is maintaining satisfactory academic progress in his/her course of study. For the purpose of satisfactory academic progress, financial aid includes all federal, state, and Eastern University funded scholarships, grants, discounts, work and loans.

**Maximum Time Frame for Completing Degree Requirements** is six years for full-time study and twelve years for part-time study. Therefore, financial aid will not be available beyond the maximum time frames. *Additionally, Eastern University funded financial aid (scholarships, grants, and discounts) is not available for more than four full-time years of study – 8 full-time semesters.* Also, PHEAA state grants are only available for eight full-time semesters and sixteen part-time semesters.

Students should also be aware that completing the minimum 24 credits per year on a full-time basis will not allow the degree to be completed in four years. Additionally, students enrolling for 12 credits per year on a part-time basis will not be able to complete the degree in eight years.

## Quantitative Standards

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**Full-Time Students** – To be eligible for continued receipt of financial aid, full-time students enrolled in a degree program must register for, and complete at least 24 credit hours in an academic year. To receive aid as a full-time student for the fall and spring semesters requires enrolling for at least 12 credits per semester.

**Part-Time Students** – To be eligible for continued receipt of financial aid, part-time students enrolled in a degree program must register for and complete at least 12 credit hours in an academic year. To receive aid as a part-time student for the fall and spring semesters requires enrolling for at least 6 hours per semester. *Part-time students taking less than twelve credits per semester are not eligible to receive Eastern University funded financial aid.*

**Students whose status is split between academic years** (full-time/part-time) will have their aid eligibility reviewed based on a pro-ration of annual requirements for the appropriate semester. Also, the satisfactory progress standards are cumulative and will include all semesters of the student's enrollment, even those for which the student did not receive financial aid.

## Qualitative Standards

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**Grade Point Average Requirements** – Both full-time and part-time students must meet these cumulative grade point average (CGPA) requirements.

Students with

- 1 - 27 credits must have a 1.75 CGPA
- 28 - 41 credits must have a 1.85 CGPA
- 42 - 59 credits must have a 1.95 CGPA
- 60 + credits must maintain a 2.0 CGPA

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

## SCHOLARSHIP / MINIMUM CUMULATIVE GPA (CGPA)

Nat'l Scholastic	Trustee's	Presidential	Provost's*	Achievement	Merit
3.2	3.0	3.0	2.75	2.5	2.0

\*Provost's was formerly called Dean's

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

**Measurement of Academic Progress** includes the Fall and Spring semesters and will be measured in May of each year. Students beginning their program in the spring semester will be evaluated on the basis of their academic performance during their first spring semester, and then at the end of each subsequent spring semester.

Failures and withdrawals are calculated as courses attempted, not completed. Incompletes are not counted toward credits completed until after the course work is successfully completed and grades have been posted by the Registrar. Repeat courses will not count toward credits completed for satisfactory academic progress since the credits were already counted toward the standards the first time the course was completed and the student already received aid for these courses.

Example: If a student enrolls for 12 credits in the fall and fails a course, and then takes 12 new credits in the spring and earns them all, the student will fall short of the 24 credits necessary to make progress. The student will need to make up the 3 credits before he / she may receive aid again.

**When Minimum Standards of Academic Progress (SAP) are not achieved,** students will be notified by the Office of Financial Aid. Letters will be sent to the students after the Registrar posts the final grades and academic progress is checked at the end of the academic year (typically May). Students who fail to meet these requirements will not be considered for financial aid until all standards have been achieved. Under no circumstances will financial aid be awarded retroactively to the semester(s) for which the student was ineligible for aid.

Students who fail to meet these requirements are encouraged to make up the credit hours and grade point requirements needed during the summer at their own expense. Once the grades and credits for the summer course work are posted by the Registrar, if the requirements for progress have been met, the student will be considered for financial aid for the next semester. **It is the student's responsibility to ensure that the grades and credits completed have been properly posted by the Registrar and to notify the Office of Financial Aid once this has occurred so that an award letter may be sent.**

A student who has not made progress may contact the Office of Financial Aid if they feel that there were circumstances that contributed to not meeting the progress requirements. The student may request an extension to meet the progress



requirements following the procedure outlined in the Satisfactory Academic Progress Letter *being sure to meet the deadline stated in the letter*. If it is determined that the student's circumstance(s) warrant an exception to policy, the student will be notified in writing regarding the outcome of their appeal.

Students receiving a Pennsylvania (PA) State Grant must meet the state's academic progress requirements to continue to be eligible to receive the grant. Students must appeal directly to the PA State Grant Division of Pennsylvania Higher Education Assistance Agency (PHEAA) when progress has not been made for the state to reconsider their eligibility for the grant. The University may not override the state's decision regarding loss of a PA State Grant.

## Federal Assistance

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

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

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

**A student eligible for Federal aid programs must be a:**

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

**If you are not in one of these categories,** you must have an Arrival-Departure Record (I-94) from the U.S. Immigration and Naturalization Service (INS) showing one of the following designations in order to be eligible for federal aid:

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

**You are not eligible for federal aid if:**

- You're in the U.S. on an F-1 or F-2 student visa only
- You're in the U.S. on a J1 or J2 exchange visitor visa only
- You have a G series visa (pertaining to international organizations)

Citizens of the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau are eligible only for the Federal Pell Grants, FSEOGs, or Federal Work-Study.

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

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

**Federal Work-Study Program (FWSP)** is administered through Eastern's Office of Financial Aid, and eligibility is based on a student's need. Many jobs are available on-campus, and students are paid biweekly by check on the basis of actual hours of work performed as evidenced by turning in a time sheet. *Students receiving FWSP funds are required to earn a percentage of their award doing community service.* Work-Study earnings are intended to help meet the cost of books, supplies and personal expenses. The amount on the student's award letter is not counted toward a reduction of the student's bill by the Student Accounts Office. However, the student may use the funds earned to make payments to Student Accounts to reduce any balance owed.

A FWSP contract must be completed and approved before a student may begin working. Students are also required to complete W-4 and I-9 forms in order to begin working. Two forms of ID are required for the I-9 form so students should be prepared by bringing their Social Security Card to campus with them. A picture ID is also required – a valid Driver's License or Student ID Card are acceptable for ID purposes. A valid passport may also be presented when completing the I-9 form.

A list of job descriptions and community service requirements are available on the Financial Aid web-site at [www.eastern.edu/centers/finaid](http://www.eastern.edu/centers/finaid).

**Federal Stafford Loan** is currently administered by a combination of the student's home state, commercial lender (bank) and the Office of Financial Aid. There are two types of Stafford Loan:

- Subsidized (need-based) for which the federal government pays the interest while the student is enrolled at least half-time and the principal payments are deferred; and the
- Unsubsidized (non-need based) for which the student/family pays the interest (or allows it to accrue – capitalization) while the student is enrolled at least half-time and the principal payments are deferred.

In either case, repayment of both principal and interest begins six months after the student either graduates or drops to a less than half-time enrollment status (less than 6 credits). Repayment may extend over a ten-year period.

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

**PLUS Loan (Federal Parent Loan for Undergraduate Students)** is obtainable through any participating bank. Parents may borrow up to the Cost of Attendance (COA) minus the student's expected financial aid. The interest rate is variable and repayment typically begins within sixty days after the second disbursement of funds is made to the University. Repayment may extend over a ten-year period. If a parent applies and is turned down for any reason, the student may borrow an additional Stafford Unsubsidized Loan up to a maximum of \$4,000 for first and second-year students, and \$5,000 for third and fourth-year students per academic year.

## State Assistance

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**PHEAA (Pennsylvania Higher Education Assistance Agency) State Grant** is administered by the state's Department of Education. Students apply by filling out the FAFSA. The deadline for applying for the Pennsylvania State Grant is **May 1st** for all PA residents.

**Other State Grants** – Some states provide grants and scholarships that students may be able to use to attend an out-of-state college. Students should check with their state's Higher Education Assistance Agency for details. The phone numbers are listed on the inside cover of the Student Guide available from the U.S. Department of Education.

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

## University Assistance

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Eastern provides additional aid to full-time students with and without financial need who are fully accepted (matriculated) in a degree program. **A student may only receive Eastern Grants and Scholarships for eight (8) semesters, four (4) years.** The total of Eastern University Grants and Scholarships may not exceed full tuition and does not cover the following extra charges: single room, overload courses, fifth year of study and /or double majors. Receipt in one year is not a guarantee of award in any other year.

**Eastern University Academic Scholarships** are awarded to incoming students based on admissions academic criteria. Scholarships are renewable dependent upon the student's meeting the minimum cumulative grade point average (CGPA) as listed in the *Minimum Standards for Satisfactory Academic Progress for Financial Aid* section of this catalog. Students who do not meet the stated CGPA when progress is reviewed after final grades are posted in May, will be notified in writing of the loss of their scholarship. They may become eligible again the following May if they have again achieved the necessary CGPA. *Students only interested in accepting their Trustee's, Presidential, Provost's or Achievement Academic Scholarship and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew these scholarships.*

**National Scholastic Award** is a tuition scholarship offered to first-time freshmen who have been recognized by the National Merit Scholarship Corporation (finalist or semi-finalist student). A copy of the Corporation's letter of notification must be sent to Admissions to establish the student's eligibility for this award. Students are required to submit a completed FAFSA to the U.S. Department of Education to be eligible to receive these scholarship funds each year. Students receiving this award may not receive Eastern aid in excess of full-tuition. Therefore the Leadership Grant, Templeton Honors College Grant, Music Scholarship, Goode Scholars Scholarship, Ministerial Discount, or the Eastern match portion of the Church Matching Grant will be a part of the amount awarded. Additionally, any Federal Pell Grant or State Grant awarded will reduce the awarded amount of the National Scholastic Award. Students entering for the 2003-2004 academic year are awarded a tuition scholarship of \$8,250 a semester for a maximum of eight (8) full-time semesters – a \$16,500 academic year award.

**Templeton Honors College Grant** is a \$3,000 yearly grant awarded to 24 incoming students who have qualified for this "college within a university" program. Students who have a minimum SAT score of 1300 (30 on the ACT Verbal) and who rank in the top 9% of their high school class may request an application from Admissions. An interview is required of all applicants. Students are notified on a rolling basis. Continuation in the program is dependent upon the student achieving a 3.2 cumulative GPA (CGPA) at the end of the first year and a 3.4 CGPA at the end of each subsequent year. *Students only interested in accepting their Templeton Honors College Grant and are not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this grant.*

**Goode Scholars Scholarship** was developed to assist incoming urban students who have at least a 2.5 CGPA and who rank in the top 30% of their class. The \$2,000 annual scholarship will enable 20 hard-working, service-minded students, with a demonstrated capacity for leadership, the opportunity to prepare themselves as future leaders in the community. Interested students should contact Admissions for an application. A CGPA of 2.0 after the first year, 2.25 the second year, and 2.5 each succeeding year, as well as meeting other stipulations of this award are required to maintain the scholarship. *Students only interested in accepting their Goode Scholars Scholarship and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this scholarship.* Students must file the FAFSA each year to be considered for all need-based institutional, state and federal aid.

**Leadership Grant** is a \$2,000 yearly grant given to 15 first-year students based on their outstanding potential for scholastic achievement, Christian service and leadership. Separate application procedures (including a minimum 1100 SAT score) and deadlines exist for this program. Students interested in this grant should contact Admissions for an application. Awards are renewable dependent upon maintaining the minimum CGPA of 3.0 and the requirements within the program. *Students only interested in accepting their Leadership Grant and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this grant.*

**Music Scholarships** are awarded on the basis of merit to a limited number of students who major in music. Auditions are required and are conducted by the Music Department staff. The scholarship is renewable based on meeting the Music Department's criteria. *Students only interested in accepting their Music Scholarship and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this scholarship.*

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

**Ministerial Discount** is a grant awarded based on need, as determined by filing the FAFSA, to currently serving ordained ministers or missionaries, or their undergraduate dependents. The student must be an undergraduate U.S. citizen or eligible non-citizen to be eligible for the grant. The Ministerial Discount Form must be received by the Office of Financial Aid by the May 1st deadline. Forms submitted that have not been signed by the appropriate authorized official may not be considered. The FAFSA must be filed each year the application is submitted.

**Eastern University Grant** money is used to help meet student need after federal and state sources have been awarded. These grants are applied using Eastern financial aid and admissions award parameters as well as the information

from the FAFSA. Grants are distributed as fairly as possible among applicants to the extent that funds remain available. Students must file the FAFSA each year to establish eligibility for this award.

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

**Eastern Campus Employment (ECE)** provides part-time campus employment opportunities for students regardless of financial need. An ECE contract must be completed and approved before a student may begin working. Students are also required to complete W-4 and I-9 forms in order to begin working. Two forms of ID are required for the I-9 form so students should be prepared by bringing their Social Security Card to campus with them. A picture ID is also required – a valid Driver’s License or Student ID Card are acceptable for ID purposes. A valid passport may also be presented when completing the I-9 form. International students may work if they have a valid Social Security number and INS has approved them for working in the U.S. A list of job descriptions and requirements are available on the Financial Aid web-site at [www.eastern.edu/centers/finaid](http://www.eastern.edu/centers/finaid).

## **Endowed Scholarship Funds**

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Scholarships have been established through the generosity of benefactors of the University, both individuals and foundations. Awards are in the form of cash or gifts in kind as indicated. The amounts and number of scholarships depend on annual income from endowment funds provided by donors and will vary accordingly each year. Students are advised not to apply for specific scholarships listed here; funds are disbursed on the basis of merit and/or financial need to those returning students who meet the criteria.

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

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

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

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

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

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

- The Rosina Price Busvine Fund**, established in 1982 by Samuel T. and Virginia B. Hudson in honor of Mrs. Hudson's mother, aids needy and worthy students.
- The Thomas C. Byron Fund** was created in 1984 in memory of the former faculty member. The scholarship is based on leadership ability and Christian commitment.
- The Christian Student Ministry Scholarship Fund** was organized by members of the Class of 1990 and is funded by alumni to provide scholarship support for students involved in the organized ministries on Eastern's campus.
- The Church of the Covenant Scholarship Fund** was donated by this Presbyterian Church in Bala Cynwyd, Pennsylvania, and is awarded to students from foreign mission fields.
- The Ann Elizabeth Dunkleberger Scholarship Fund** was established by Mr. and Mrs. Frank E. Dunkleberger in honor of their daughter, Ann Elizabeth Dunkleberger, of the Class of 1969.
- The Walter and Ethel Evans Fund** was established to assist needy physically handicapped students.
- The Mabel G. Fegley Scholarship Fund** was given by Mr. Nelson P. Fegley in honor of his wife, Mabel G. Fegley.
- The Garnett Scholarship Fund** was given by Mrs. Hildagard Garnett to aid needy and worthy students.
- The Gethsemane Scholarship Fund** was donated by the Gethsemane Baptist Church of Philadelphia.
- The Lorene P. Guffin Memorial Scholarship Fund** was established for the benefit of financially needy students by Drs. Orville T. Guffin and G. Truett Guffin in memory of their mother, who was the wife of Eastern's first president, Dr. Gilbert L. Guffin.
- The Gilbert Heebner Scholarship Fund** was established through the generosity of former Eastern faculty member and member of the President's Council of Economic Advisors, Dr. A. Gilbert Heebner. The fund is intended to provide scholarship assistance to a student majoring in business or finance in the Templeton Honors College.
- The William C. Haflett, Jr. Memorial Scholarship Fund** was established by Mr. and Mrs. William C. Haflett, Sr. in honor of their son, to assist one or more needy and worthy students.
- The Laurel R. Hemmes Memorial Scholarship Fund** was started by Linda L. Hemmes, class of 1982, and friends in honor of Linda's mother for the benefit of needy students.
- The Arthur W. Hill, Sr. Scholarship Fund**, established by Mrs. Arthur W. Hill in honor of her husband, is awarded to students from Delaware.
- The Gladys M. Howard Christian Music Scholarship Fund** is awarded to financially deserving students studying music. The fund was started by the Senior Vice President, Dr. Harold C. Howard, and a number of friends of the University to honor the late Mrs. Howard's strong affection for music and its place in Christian worship and service.
- The Samuel and Virginia Hudson Scholarship Fund** provides assistance to deserving, financially needy students.
- The John M. Jones Scholarship Fund** was established in 1975.

- The Sarah M. Kaemmerling Scholarship Fund** was established in 1978 to provide aid for a student from the greater Philadelphia area.
- The Paul H. and Grace F. Kea Scholarship Fund** was given by Mr. and Mrs. Kea to aid students in their college education.
- The Kim-Bartholomew Scholarship Fund** was established to assist needy premedical or associated major students.
- The La Drew Family Memorial Scholarship Fund** was established to assist needy and worthy students studying abroad.
- The Lillian P. Lyons Memorial Scholarship Fund** was given by bequest for the benefit of nontraditional students with special emphasis on enrollees in the Degree Completion Program. Miss Lyons was a school teacher in Philadelphia.
- The Kenneth and Vivian Maahs Scholarship Fund** was established to assist a full-time Biblical studies major. Consideration will be given to a student of outstanding Christian character who has a minimum GPA of 3.0. Preference will be given to Baptist students.
- The Hulda B. Marten Scholarship Fund** was given by Dr. and Mrs. Theodore E. Bubek, in honor of Dr. Bubek's sister, Hulda B. Marten. Preference is given to missionaries, their children, or nationals from countries served by the American Baptist Churches in the U.S.A.
- The Ethel T. McCarthy Scholarship Fund** was established in 1970 to aid native American students who are committed to return to their people in human services roles.
- The Charles E. Merrill Scholarship Fund** is awarded to worthy Baptist students.
- The Greta V. Moyer Scholarship Fund** was donated by Laura M. Swartley, in honor of her mother, Greta V. Moyer. Priority is given to a student who is a member of Grace Baptist Temple or Sunday School.
- The Wallace F. Ott Scholarship Fund** was given by bequest by Wallace F. Ott.
- The Gordon Palmer Scholarship Fund** was donated anonymously for the purpose of aiding a premedical student, possibly a medical missionary.
- The E. Duane Sayles Memorial Premedical Scholarship Fund** was established in 1981 in honor of the late Dr. E. Duane Sayles. It is awarded each year to an entering student from high school declaring a premedical intention. The scholarship continues until graduation, provided a 3.0 GPA is maintained.
- The Virginia Snyder Scholarship Fund** was established by Miss Snyder who was on the faculty of the Music Department at Eastern. The award is given to a student participating in music.
- The Staats Third World Scholarship Fund** was established in 1976 to aid students from a "third world" country.
- The Ed and Trudy Tharpe Scholarship Fund** was started by Jerry and Barbara Edwards, friends of the parents of Dr. E. Alan Tharpe, Eastern's former Dean of Undergraduate Arts and Sciences, to benefit financially needy undergraduate students in the helping professions.
- The Morgan H. and Amy K. Thomas Scholarship Fund** was given by J. Ellwood Thomas in memory of his parents.
- The Robert H. and Clare B. Weeder Scholarship Fund** provides assistance to a pretheological student.



## Other Assistance

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**The W. W. Smith Charitable Trust Scholarship** provides financial assistance on the basis of scholarship and need to undergraduate students.

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

## Additional Financial Aid Policies

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1. Students must reapply for financial aid each academic year. The Free Application for Federal Student Aid (FAFSA) is the form required from students who are applying for Federal Title IV need-based aid, state grants, student loans, need-based Eastern University financial aid, as well as the National Scholastic Award, Tuition Exchange or Eastern University Tuition Remission. (Please see the "Annual Application Procedures and Deadlines" section of the catalog for more information on these programs.)

2. Students who are only accepting their Eastern Academic Scholarship (Trustee's, Presidential, Provost's, Achievement), Goode Scholars Scholarship, Music Scholarship, Leadership Grant or Templeton Honors College Grant are not required to file the FAFSA. These students will be packaged as soon as the Satisfactory Academic Progress Review of their grades has been completed. (Please see the "University Assistance" section of the catalog for more information on the programs.)

3. Eastern University awards University-funded grants and scholarships to full-time undergraduate students matriculated in a degree program. Eastern aid is awarded for a maximum of eight (8) full-time semesters. Fifth-year students may be eligible for Federal Pell Grants, Federal Work-Study and Federal Stafford Loans, but are not eligible for any University-based funds.

4. The total of Eastern University scholarships, grants, awards and discounts may not exceed full tuition and do not cover the following extra charges: single room, overload courses (more than 18 credits per semester), double majors or a fifth year of study.

5. Receipt of Eastern University need-based aid in one year is not a guarantee of award in any other academic year.

6. Federal Regulations require students who are receiving any outside sources of financial assistance (scholarship, grant, award) to notify the Office of Financial Aid.

7. Federal, State and University regulations prohibit "over-awards" – aid in excess of the Cost of Attendance (COA). All outside awards, whether based on academic merit or financial need, will be counted as a source of aid and will be added to the total financial aid package. This may result in a reduction of other aid, such as loans or work.

8. Students are also required to report any change of enrollment status (part-time to full-time, or full-time to part-time), residence status (on campus to home with parents/relatives, or the other way around), or financial status to the Office of Financial Aid.

9. The award of federally funded financial assistance (Pell Grants, FSEOG Grants, Federal College Work-Study, Perkins Loan and Stafford Loans) is made subject to the approval, by Congress, of the federal budget. Therefore, the student is required to sign a statement (on the FAFSA) affirming that any funds awarded through these programs will be used for expenses related to attendance at Eastern before the Office of Financial Aid will credit such funds.

10. Each applicant for need-based financial aid must agree to submit his/her own and parents' completed and signed Federal Income Tax Returns with all schedules and W-2s to the Office of Financial Aid upon request. A student, or a member of the student's family, that knowingly makes false statements or misrepresentations on any application or form for financial aid, may be liable for prosecution, fines and repayment of all aid. This would not relieve the student of financial obligation to the University. In addition, the student may be refused admission or may be dismissed from the University or may receive another penalty deemed appropriate by the University.

11. All first-time Federal Stafford Loan and/or Federal Perkins Loan borrowers must complete a Loan Entrance Interview with the Office of Financial Aid and submit the signed forms before any loan funds can be credited to their account.

12. All students leaving the University (due to graduation, withdrawal or leave of absence) who have participated in the Perkins Loan or Stafford Loan Programs, are required to complete an Exit Loan Interview. The purpose of the interview is to make the students familiar with the rights and obligations for repayment of their student loan(s).

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

## 2003-2004 Schedule of Student Charges

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### Tuition Charges

Full-Time (12-18 Credits) .....	\$8,390.00 per semester
Overload credits .....	\$380.00 per credit
Part-Time (1-11 Credits) .....	\$380.00 per credit
Summer School, Guest Student .....	\$380.00 per credit

### Room Charges

Basic Housing .....	\$1,965.00 per semester
Single Room (Additional Charge) .....	\$250.00 per semester
Apartment .....	\$2,405.00 per semester
Room with Semi-Private Bath .....	\$2,240.00 per semester
Pennswood .....	\$1,965.00 per semester
Summer Room .....	\$140.00 per week

### Board Charges *(Board contract required of all Resident undergraduate students)*

Board - Full (20 meals) .....	\$1,635.00 per semester
Board - Partial (12 meals) (Soph., Jr., Sr.) .....	\$1,575.00 per semester
Summer Board .....	\$145.00 per week

**Miscellaneous Fees**

Application for Admission .....	\$25.00
Auditing - Undergraduate .....	\$200.00 per credit
Credit for Life Learning	
Portfolio Application (One Time Fee).....	\$85.00
Portfolio Assessment (1-3 credits) .....	\$205.00
Computer Testout Fee .....	\$80.00
General Expense Deposit .....	\$150.00
<i>(General Expense Deposit is for new students, and returning students changing from part-time to full-time)</i>	
Late Enrollment Deposit .....	\$1,140.00(Minimum)
<i>(Students accepted or making deposit within 30 days of semester start)</i>	
Graduation Fee .....	\$85.00
Health Insurance.....	\$766.00
Housing Deposit (returning students only) .....	\$150.00
Identification Card Replacement .....	\$35.00
Off-Campus Studies .....	\$250.00
Parking Registration - Full Time Students (Annual) .....	\$106.00
Parking Registration - Part Time Students (Annual) .....	\$70.00
Returned Check Fee (NSF or Closed Account) .....	\$50.00
Transcript Fee (Lifetime) .....	\$40.00
Wind Energy Fee (Optional) (Annual) .....	\$22.00
Yearbook (Optional).....	\$45.00

**Course Fees**

Information Technology Laboratory .....	\$100.00
Introduction to Faith, Reason and Justice (INST 150) .....	\$112.00
Music Laboratory .....	\$100.00
Psychology Laboratory .....	\$100.00
Science Laboratory .....	\$100.00
Student Teaching .....	\$370.00
Video Distance Learning.....	\$120.00

<b>Music Fees</b>	<i>Majors</i>	<i>Non-majors</i>
Private Lessons	\$218.00 per credit	\$249.00 per credit

**Late Payment Fee** • All payment arrangements received after the first day of classes for a given semester will be subject to a **2% Late Payment Fee with a minimum fee of \$110**. The Late Payment Fee will be assessed on the amount due in a given semester *after any Financial Aid applied to the student's account*. This fee is *in addition to* any fees charged for selection of a multiple payment option if the student should make payment arrangements after the first day of classes.

**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 the student has chosen one of the multiple payment options **and** keeps current with his/her payments, no Monthly Service Charge will be billed.

### Payment Plan Fees

**Single Semester Four-Payment Plan** • 2% of the Total Amount to be paid on the plan with a minimum fee of \$100. You may use the Four-Payment Plan during the fall and spring semesters only.

**Two Semester Ten-Month Payment Plan** • 2% of the Total Amount to be paid on the plan with a minimum fee of \$100. You may use the Ten-Month Plan for a Total Year Budget only.

### Annual Charges

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	<i>Resident Student</i>	<i>Commuting Student</i>
Tuition	\$16,780.00	\$16,780.00
Room & Board (Basic)	7,200.00	0
Total	\$23,980.00	\$16,780.00

#### 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 ensure a quality educational program.

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

#### Room

Residence hall rates reflect standard rooms. Single rooms are available for upperclass students for an extra fee. Apartments and rooms with semi-private baths are assessed extra fees. The cost of any damage to student accommodations or furniture beyond ordinary wear is charged to the occupant. Room charges are non-refundable after the first day of classes.

#### Board

All undergraduate students living on campus are required to have a board contract. This contract provides for either 12 or 20 meals each week while classes are in session and includes annual bonus points which may be used in the coffee shops or for entertaining guests in the main dining room. There are no refunds for meals missed. Board charges are non-refundable after the first day of class.

### Payment and Payment Arrangements Options

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All session bills are payable to the Student Accounts Office by the stated due dates. Students are to have their arrangements and payments made by the due dates to avoid unnecessary delays and possible penalties during the *Financial Clearance* period at the beginning of the semester. Financial clearance must be certified by the Student Accounts Office prior to each session of enrollment and must be maintained during enrollment. Financial clearance is obtained by executing a

Financial Responsibility Agreement as approved by the Student Accounts Office and keeping all payments current. Students who do not achieve and maintain financial clearance are not fully enrolled and therefore are not permitted to move into or remain in University owned housing or attend class(es).

*Alternate payment plans are available.* Students may select a multiple payment plan for an individual semester, or may elect to enroll in the *10 Payment Plan* to pay for the entire year's estimated bill in 10 equal monthly payments. **Please note!** Electing the 10 Payment Plan over the Single Semester Multiple Payment Plan will be the less expensive option for nearly all students! All payment plans *must* be arranged in advance of the semester and *do* carry additional fees.

**Payment Plan Due Dates:**

10 Payment Plan: June 15 - March 15 (Annual Charges Only)

4 Payment Plan: Fall: July 15 - October 15

Spring: December 15 - March 15

Students electing participation in a plan after the first due date will be responsible for making a multiple payment in order to catch up with the payment plan cycle. For further information, contact the **Student Accounts Office at 610-341-5831**.

Payments for summer sessions are due in full when billed. *There are no payment plan options other than payment in full in advance of classes for the summer sessions.*

**Late Registration Payment**

Students registering for classes within 30 days of the start of that session are required to pay the tuition and fees (either in full or in compliance with a chosen payment plan option) along with their registration. Payment and registration are to be submitted to the Student Accounts Office for processing.

**General Expense Deposit (GED)**

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Full-time students are required to pay a deposit called the *General Expense Deposit (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 University.

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 also elect to donate their GED to the University upon graduation.

## Housing Deposit

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Resident students returning for the fall semester are required to submit a housing deposit by April 1 of each year. Students who are returning after an absence and who require housing must make a deposit before housing can be assigned. This deposit, along with satisfactory payment arrangements on their account, assures students an opportunity to secure housing for the next academic year, subject to availability. This deposit is applied as a credit toward tuition when the student returns to the University. *Please Note:* The Housing Deposit is non-refundable.

## Late Admission Deposit

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Persons applying for admission, being accepted to the University or making deposit after August 1 for the fall semester will be required to pay a minimum \$1,140.00 enrollment deposit. This payment is credited for the GED and a portion of the fall tuition charges. Financial aid (if expected) must be arranged immediately.

## Withdraw and Refund Policy

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

**Eastern University Policy** requires that any student who wishes to withdraw from all courses is required to complete an Eastern University Exit Interview with the Student Development Office. 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 and complete the Exit Interview process** are eligible for a **tuition refund** based on the following schedule:

Withdrawal during regular semester:

- the first two weeks 100%
- the third week 50%
- after three weeks 0%
- Room and board charges are non-refundable after the first day of classes.

**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](http://www.aessuccess.org) (contact the Office of Financial Aid with questions) and/or a Perkins Loan Exit Interview online at [www.ecsi.net](http://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:

***Percent of Federal Title IV Aid to be returned is equal to:***

Total of Federal Title IV Aid minus the % of Federal Title IV Aid earned (from above), multiplied by the amount of Federal Title IV Aid disbursed toward institutional charges.

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 a.m. to 5 p.m.

If a student receiving Federal Title IV Aid withdraws after completing 60% of the semester, no Federal Title IV Aid will be returned. The student is considered to have earned 100% of the Federal Title IV Aid for the semester.

\*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.

## Monthly Account Statement

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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 the 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 a payment is mailed until it is reflected on a student's account.

**Please Note:** If the financial aid that you anticipated is not reflected on the monthly statement, please contact the **Office of Financial Aid directly at 610-341-5842.**

## Mailing Policies

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The Student Accounts Office uses the following guidelines for the addresses used on its various mailings.

1) *Session bills* are always sent to a **home** mailing address *unless otherwise requested.*

2) *Monthly Statements of Account* are always mailed to the **home** mailing address *unless otherwise requested.*

3) *Warning Notices* and other special notices about the account status are mailed to **both** the home address and campus mailbox (if applicable). This is done to ensure that notices of an urgent nature are handled promptly.

4) All other informational materials and newsletters are mailed to the home address unless otherwise specified.

5) All correspondence is addressed to the student.

## Address Changes

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It is important that you keep address information accurate. Please contact the Office of the Registrar for all address changes at 610-341-5853.

## Financial Holds

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It is Eastern University's policy to withhold release of transcripts, diplomas and possibly future registrations or entrance to University housing anytime there is an outstanding amount due on a student's account. A "hold" does **not** preclude participation in graduation ceremonies.

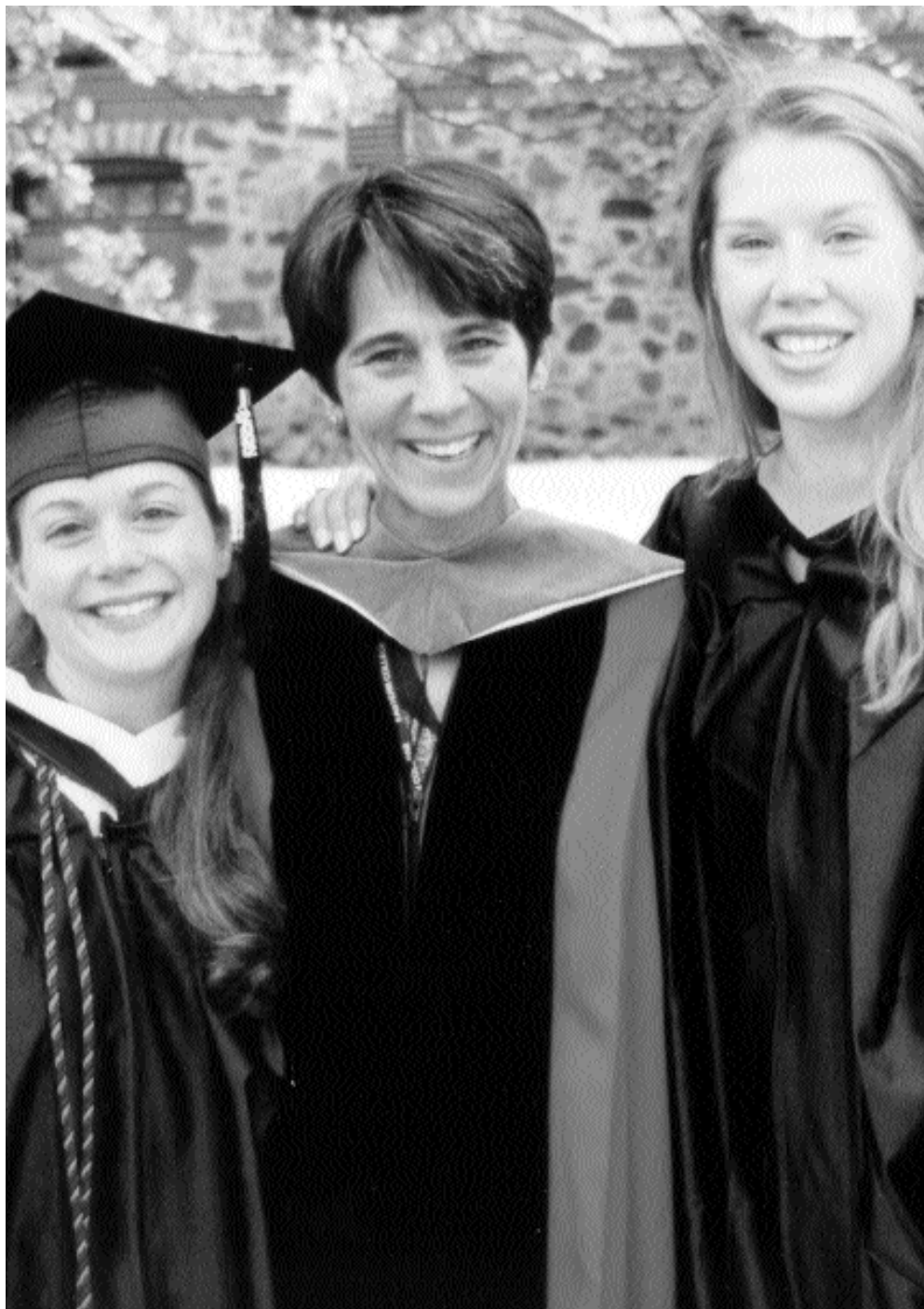
## Exit Counseling for Loan Participants

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Students who used loans to pay a portion of their tuition bill at *any* time during their attendance at Eastern **must** complete an Stafford Loan Exit Interview online at [www.aessuccess.org](http://www.aessuccess.org) (contact the Office of Financial Aid with questions), and/or a Perkins Loan Exit Interview online at [www.ecsi.net](http://www.ecsi.net) (contact the Student Loan Officer with questions) prior to release of any academic credentials. It is the student's responsibility to contact the appropriate office to arrange for an Loan Exit Interview during the semester prior to his/her expected departure date.



# CURRICULUM



# The Academic Program

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

1. Education should include more than learning facts and developing skills; it should facilitate the fullest development of a student's maturity, responsibility and life-affirming creativity. The curriculum should provide the opportunity for a forthright, in-depth wrestling with the central moral, spiritual and ethical concerns of human beings.

2. The student must assume responsibility for his/her own education. However, the student can benefit from some guidance; the shape and content of the curriculum does matter and some sequences of courses may be better than others.

3. The instructor and his/her teaching should not be divorced from life. He/she should be a model of what he/she teaches and a person of integrity.

4. Both the dynamics of learning and content of knowledge must be given their proper place in the educational process. We cannot ignore the context from which the student comes.

## **Majors**

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

## **Minors**

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Groupings of courses approved by faculty vote in particular areas of study are recognized as minors. Students may use elective hours to fulfill a specific minor (approximately 18 hours) chosen from the listing in the following pages.

## Summary of Majors and Minors Offered

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

	<i>Major and Degree Received</i>	<i>Minor</i>
Accounting		X
Accounting and Finance	BS	
American History		X
Anthropology		X
†Art History	BA	
†Astronomy	BA	X
Biblical Studies	BA	X
<i>Concentrations:</i>		
Biblical Languages		
Without Biblical Languages		
Biokinetics (Health and Exercise Science)	BS	
<i>Concentrations:</i>		
Exercise Science		
Athletic Training		
Biological Studies	BA	
Biology	BS	X
Biochemistry	BA	
Chemistry	BS	X
Communication Studies	BA	X
<i>Concentrations:</i>		
Relational		
Organizational		
Media		
Theory		
Dance		
Theatre		
Dance	BA	X
Economics		X
Elementary Education	BA	
English	BA	
<i>Concentrations:</i>		
Literature		X
Writing		X
Environmental Studies	BA	X
European History		X
Finance		X
Fine Arts		X
French	BA	X
French Civilization		X
Gender Studies		X
History	BA	
Information Technology		X
Latin American Studies		X
Leadership		X

Legal Studies		X
Management	BS	X
<i>Concentration:</i>		
Information Technology		
Marketing	BA	X
Mathematics	BA	X
Missions		X
Missions and Anthropology	BA	
Music	BA	X
<i>Concentrations:</i>		
Church Music		
Composition/Electronic Music		
Performance		
Teaching		
Nursing*	BSN	
Philosophy		X
Political Science	BA	X
Psychology	BA or BS	X
Secondary Education	**	
Social Welfare		X
Social Work	BSW	
Sociology	BA	X
Spanish	BA	X
Special Education	BA	
Sport and Coaching		X
†Studio Art	BA	
Theological Studies	BA	X
Urban Studies	BA	X
Youth Ministries	BA	

\*For RNs only.

\*\*The degree for secondary education is determined by the academic major, which is the student's first major.

† Program offered in cooperation with other colleges/universities.

Note: AA awarded to students in the Nueva Esperanza Center for Higher Education (NECHE)

## Core Curriculum Requirements

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In the core curriculum, students take a group of courses designed to fulfill the basic educational mission of Eastern University: to provide biblical foundations to which all learning and action can be related; to insure acquisition of certain basic skills; and to broaden the student's view of the world. Students must complete the core in order to graduate.

The Fixed Core Curriculum		Credit Hours
BIB 101	Nature and Meaning of the Old Testament	3
BIB 102	Nature and Meaning of the New Testament	3
ENG 102	College Writing	3
INST 150	Introduction to Faith, Reason and Justice	3

INST 160 or 161	Heritage of Western Thought and Civilization: Ancient or Modern	3
INST 250	Science, Technology, and Values	3
INST 270	Justice in a Pluralistic Society	3
		<hr/> Subtotal: 21

### Breadth Requirements

This consists of broad areas, from which a student selects any three or four credit course which does not have a prerequisite and is not specifically excluded in the course description. When more than one course is to be taken in an area, the courses must be from different departments.

Physical Fitness (to be introduced in Fall 2004)

Theological Studies (One course from THEO 210, 240, 251, 252) 3

Natural Sciences 7-8  
(Two courses from astronomy, biology, chemistry, computer science, math, or physical science, *one of which must be a natural science laboratory course.*)

Humanities 6  
(Two courses from communications, dance, English literature, fine arts, history, languages, music, philosophy or theatre.)

Social Sciences 6  
(Two courses from anthropology, economics, geography, missions, political science, psychology, social work, or sociology.)

Non-Western Heritage 3  
(One course from HIS 352, 353, 354, 371, 372; INST 213, 214, 215, 216, 217; MUS 250; SPA 361, 362)

Capstone 3  
(The purpose of INST 480 Capstone is to provide a point of culmination and integration to the educational experience of undergraduate junior and senior students. It seeks to build on and extend their abilities to utilize a Christian worldview by intelligently applying biblical and theological resources to a given topic of significant importance to the contemporary world. It also utilizes the perspectives and approaches of at least two disciplines so as to model and explore the unity of truth across disciplinary boundaries.)

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Subtotal: 28-29

Combined Core Curriculum 

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Total: 49-50

### **Competency Requirements:**

1. Students entering with a Math SAT lower than 480 must take 3 hours of Math at the 100 level or above. The course may count toward their Natural Sciences breadth requirement.

2. A student in a major leading to the B.A. or B.S.W. who has taken at least 3 years of foreign language in high school with grades of B or better has fulfilled Eastern's language competency requirement and does not need to take further language courses. He or she may, however, choose to continue their study of language as an elective by taking Spanish 201, French 201 or, on the advice of the instructor, a 300 level course. Students who have taken less than 3 years of language in high school **will need** to take either one or two semesters of beginning language instruction at Eastern. These students must take a computer placement test to determine whether they have sufficient knowledge to enter Spanish or French 103 (the intensive course which covers two semesters in one) or whether they need to begin with Spanish 101 and then take Spanish 102 in the following semester. It is strongly recommended that a student take these courses in the fall and spring semester of their first academic year to assure continuity and successful achievement of language proficiency.

3. Students pursuing a B.S. degree must meet math requirements as outlined by their respective majors. Three hours of any departmental math requirements may also count toward the Natural Science breadth requirements.

*Note: Proficiency exams may be given in any of the above areas.*

### **Guidelines**

1. A student who has taken a Western civilization course or CLEP prior to matriculating at Eastern may receive credit for INST 160 and/or INST 161. Once a student has registered at Eastern, she/he must take INST 160 or 161 at Eastern.

2. The Capstone requirement must be fulfilled at Eastern University or an approved CCCU Off-Campus Program. It is recommended that the Capstone be taken no earlier than the second semester of the junior year.

## **Major Declaration**

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

Students should formally declare their majors as early as possible, but not later than the sophomore year. Forms are available in the Office of the Registrar and require signatures of department chairs of intended majors.

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

## **Change of Major**

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A student who desires to change majors must complete a change of major card (found in the Office of the Registrar) and have it signed by the department chairpersons of old and new majors.

## **Second Major**

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

1. Fulfilling the requirements of a second major will be the student's responsibility; no official advisor in the second major department will be assigned. The student must consult with the departmental faculty for the correct sequence of courses.

2. The student must resolve any course conflicts caused by the second major's requirements. Semester schedules of classes are designed to minimize course conflicts within a department so that one major can be completed without course conflicts.

3. A second major should not be declared until a student's junior year after many of the courses have been taken or scheduled. Student must obtain the department chairperson's signature on second major card, found in the Office of the Registrar.

4. Courses used for a student's first major may be counted toward the student's second major where it is appropriate, since the second major is considered to be an elective of the student. All requirements for the second major must be met.

5. The University does not guarantee the ability to make every combination of two majors possible for a student. Class conflicts cannot always be avoided.

## **Individualized Major**

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

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

If approved by the faculty of the division, the proposal will be forwarded to the Undergraduate Educational Policy and Curriculum Committee.

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

## **Second Baccalaureate Degree**

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

1. Students must apply for admission through the undergraduate Admissions Office and submit official college transcripts.

2. A student who holds a bachelor's degree from Eastern University must complete 32 hours of credit beyond the 121 hours required for the first degree, making a total of at least 153 hours. The student must fulfill all the core curriculum requirements in effect at the time of return and must fulfill all current requirements for the major in the second degree.

3. A student who holds a bachelor's degree from another college or university must complete a minimum of 32 hours at Eastern. He/she must fulfill all the requirements for the major, must take 40% or more of the major course credits at Eastern, and must complete all the core curriculum requirements in effect at the time of admission. Credits for the degree must total 121 hours or more.

4. Financial Aid for a Second Baccalaureate Degree is limited to the Federal Stafford Loan Program. Eligibility is determined by filing the Free Application for Federal Student Aid (FAFSA). If the student is currently repaying prior loans, those loans may be eligible for an in-school deferment. The student should contact his/her lender for more information on deferments.

## **Affiliate Programs**

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



## Special Off-Campus Programs

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Eastern students are encouraged to study abroad or in different cultural situations or to participate in one of several special programs recognized by the University.

Applications must be submitted to the Coordinator of Off-Campus Programs no later than June for Fall programs, or October for Spring programs.

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

**Academic Study Abroad** is required for language majors. French and Spanish majors may choose from various study options in France, Spain and Mexico.

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

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

**China Studies Program\*** makes use of the rich resources of the People's Republic of China to study this vast and intriguing country from the inside.

**The Center for Cross-Cultural Study**, Seville, Spain, and Havana, Cuba provides intense study in the Spanish language, culture and literature.

**The Contemporary Music Center\*** provides a semester-long opportunity for students considering a career in contemporary music in any area-creative or business, Christian or secular. The program is located on the island of Martha's Vineyard, MA.

**Cornerstone Christian College** in Cape Town, South Africa offers biblical and theological studies, field experiences and directed studies.

**Creation Care Study Program** allows juniors and seniors to study for a semester in the rain forest of Belize, Central America, or New Zealand, integrating environmental, policy and development issues.

**Eastern Baptist Theological Seminary** offers senior students the opportunity to take selected course work along with their college work (special requirements apply).

**Eduventure** is a 14-week program in Mexico or Fiji that combines field-based anthropology and community development with course work in anthropology, cross-cultural communication, missions, and spiritual formation.

**Focus on the Family Institute** is a 15-week semester program sponsored by Focus on the Family in Colorado Springs, Colorado. The program addresses pressing issues facing the family utilizing a Christian world view.

**Hong Kong Baptist University** offers Christian junior and senior students in all majors a living and learning experience in Hong Kong, China. Contact the Coordinator of Off-Campus Programs for eligibility requirements and application materials.

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

**Jerusalem University College** in Israel offers a semester of study appropriate for junior and senior students majoring in Biblical and/or Theological Studies.

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

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

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

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

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

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

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

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

**Russian Studies Program\*** enables juniors and seniors to spend a semester living and learning in Russia. Students study the Russian language and attend seminar courses on Russian culture, history and current political and economic issues. Program participants experience a variety of Russian environments, living for 12 weeks in Nizhni Novgorod and visiting both Moscow and St. Petersburg. The semester includes participation in a service project and living with Russian families for part of the stay.

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

**Salzburg, Austria** in affiliation with Alderson-Broaddus College, provides one semester of immersion in Austrian culture and German language study.

**Urban Immersion Program** is an opportunity for undergraduate students to engage in academic study and practice and gain urban community awareness while living, worshipping and interacting in the city of Philadelphia. Students live

at the urban campus of our partner, Messiah College, and may take classes at both the Campolo School for Social Change and the Messiah College City campus. Open to juniors and seniors with 2.5 or better g.p.a.

*\*Sponsored by the Council for Christian Colleges and Universities. For descriptions of each of the programs, admissions requirements and fees, please contact the Assistant Registrar/Coordinator of Off-Campus Programs.*

## **Financial Aid for Off-Campus Programs**

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Eastern students are encouraged to study in different cultural situations to enhance their learning experience. To provide students with programs that can best meet their educational needs, the University has approved several off-campus study opportunities. There are many other programs not listed here that students may be able to attend with the permission of the Registrar, Dean of Arts and Sciences, Department Chair and Faculty Advisor.

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

- **Apply one semester in advance for the off-campus study program**
- **Be enrolled full-time taking at least 12 credits**
- **Provide the Office of Financial Aid with an *Off-Campus Program Notification Form***
- **Provide the Office of Financial Aid with a *Corsortium Agreement* outlining the program costs unless the program is CCCU or an Eastern University Partnership**
- **Participate in one of the following:**

**1) Attend a Council for Christian Colleges and Universities (CCCU)**

**Program:**

American Studies Program	Washington, D.C.
China Studies Program	Mainland China
Contemporary Music Center	Martha's Vineyard, MA
Latin American Studies Program	Costa Rica
Los Angeles Film Studies Center	Burbank, CA
Middle East Studies Program	Egypt
Oxford Honours Program	England
Russian Studies Program	Russia

**2) Attend an Eastern University Partnership Program:**

Cornerstone Christian College	South Africa
Urban Immersion, Messiah College	Philadelphia, PA

**3) Attend a program approved by the Eastern University Curriculum Committee:**

Alderson-Broadus	Austria
Center for Cross-Cultural Studies	Spain/Cuba
Creation Care Study Program	Belize/New Zealand
Eduventure	Mexico/Fiji
Focus on the Family	Colorado
Hong Kong Baptist University	Hong Kong

Jerusalem University College	Jerusalem
Lithuania Christian College	Lithuania
Netherlandic SPICE Program	Netherlands
Oregon Extension	Oregon
Oxford Study-Abroad Program	England
St. Andrews University	Scotland

**4) Be a foreign language major. Please note these additional provisions:**

- the student have a grade of B or better in the language.
- Foreign Language Majors are the only students currently approved for two semesters of Eastern aid for off-campus study for their major. Both off-campus programs must be related to the student's major and/or minor language.

**Please note the following information when considering off-campus study:**

- A student may not use Eastern University funds for programs of 6 credits or less during the regular semester.
- A student may not use Eastern University funds for programs of study during the summer.
- A student may not use Eastern University funds for an Eastern sponsored travel Capstone course.
- A student may not use Eastern University funds for a program taken while on a leave of absence from Eastern.
- A student must complete the Registrar's *Permission to Take Course Work Elsewhere Form* if the program is not in section 1 or 2 above.
- Federal and state funded financial aid is available for off-campus programs and courses provided that Eastern grants full credit toward their degree program, and provided that the student meets financial aid eligibility criteria, as determined by filing the *FAFSA* and making Satisfactory Academic Progress.
- **Payment of Charges - Students who attend off-campus programs must make satisfactory payment arrangements with the Executive Director of Student Financial Services** at least 90 days prior to the start of the off-campus program. An administrative fee for off-campus studies is charged for many off-campus programs.

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

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

## Career Opportunities

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### Pre-Dental, Pre-Medical

Medical and dental schools do not require a specific college major. However, the minimal admissions requirements at the college level include the following courses, which should be taken by the end of the junior year.

English (composition and literature): 1 year

Chemistry (including laboratory experience; majors Chemistry, Inorganic and Organic Chemistry): 2 years

Physics (including laboratory): 1 year

Biology (including laboratory; excluding Botany): 1 year

Many more advanced science courses will enhance a student's background, such as calculus, analytical or physical chemistry, biochemistry, genetics, physiology and cell biology. Pre-medical students are advised by Dr. Maria Fichera, Pre-med advisor.

### Pre-Occupational Therapy and Pre-Physical Therapy

Physical Therapy and Occupational Therapy graduate programs do not require a specific college major; however courses required for the B.S. in Health and Exercise Science (Biokinetics) provide a strong foundation for the field. Students pursuing Occupational or Physical Therapy should consult the graduate schools to which they are applying for requisite courses. Course work in the biological sciences (1 semester of general biology, 2 semesters of anatomy and physiology, and at least one semester of 300-400 level biology), physical sciences (two semesters in chemistry, one semester of physics), psychology, and statistics is required by most graduate programs. In addition, admission to a PT or OT program is competitive. A grade-point average greater than 3.0 and GRE Aptitude Test score greater than 1600 are generally minimum requirements. Dr. Wendy Mercier serves as the advisor.

### Pre-Law

There is no required pre-law curriculum for law school admission. Courses in the following disciplines provide valuable preparation: political science, history, English, philosophy, religion, sociology, psychology, business, mathematics, communication arts, and the sciences. In selecting courses and a major, remember that the more rigorous one's undergraduate program, the better prepared one will be for law school. Above all, **learn to write** while in college.

A student should begin gathering information about law schools and the Law School Admission Test during the fall semester of the junior year. Information is available from Dr. Kathy Lee, Pre-law advisor.

### Teacher and School Nurse Certification

Eastern University provides majors in elementary education and secondary education and certification in school nursing, and recommends students who have successfully completed the program requirements for certification in the state of Pennsylvania. Details of these programs are found in the Education Department and Nursing Department course listings.

## ROTC

Valley Forge Military College will provide Senior Division Academic Instruction of the Army Reserve Officers' Training Corps, and Saint Joseph's University will provide either the two-year or four-year curricula of the Air Force Reserve Officers' Training Corps for qualified, full-time Eastern students on their respective campuses. Registered Eastern University students making satisfactory academic progress will be granted academic elective or activity credit applicable toward graduation for their successful completion of ROTC courses. The maximum number of credits granted for either program will not exceed two activity credits and twelve academic elective credits.

For further information on the cross-enrollment programs, scholarships and career opportunities, contact Professor of Military Science, Valley Forge Military College, 1001 Eagle Road, Wayne, PA 19087, or Professor of Aerospace Studies, AFROTC Det. 750, Saint Joseph's University, Philadelphia, PA 19131.

## Graduate Course Work

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

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

The student must have a 3.0 grade-point average, senior standing (95 credits) and written approval of the Graduate Program Director for the requested course. Eligible undergraduate students may enroll in two graduate courses without formally applying to the Graduate program. The graduate credits will be billed at the undergraduate rate within the student's regular semester load. The graduate course(s) may fulfill the requirements and credit hours of the student's undergraduate degree.

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

The student must have a 3.6 grade-point average, senior standing (95 credits), and must formally apply to the Graduate program through the Office of Graduate Admissions. Eligible undergraduate students may enroll in two graduate courses before completing the undergraduate degree. The graduate credits will be billed at the graduate rate, which will be in addition to the student's regular undergraduate semester load. The graduate course(s) may not fulfill the requirements or credit hours of the undergraduate degree. When the student earns an undergraduate degree and enters a graduate program of study at Eastern, the course grades and credits will be awarded.

# The Templeton Honors College

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The Templeton Honors College is Eastern's "college within a university" for the most academically gifted undergraduate students. The curriculum involves intensive reading, writing, discussion and debate in both the Great Books and major current books and ideas, and fulfills part of the Eastern University liberal arts core curriculum.

The classes are designed as seminars and tutorials. In addition, the Templeton Honors College students visit regional cultural resources such as the Philadelphia Orchestra, the Philadelphia Art Museum, the Barnes Foundation, the Rosenbach Foundation, and the National Gallery of Art.

Admission to the Honors College is limited to 24 students a year. Participation in the Templeton Honors College becomes part of the student's academic record.

The Templeton Honors College has been made possible through the generosity of Drs. John and Josephine Templeton, Jr.

## Admissions Requirements

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1. Acceptance to Eastern University.
2. Students entering from high school must be in the top 9% of their graduating class and have SAT scores of 1300 or ACT scores of 30, or extraordinary leadership abilities with significant academic achievements.
3. Transfer students must have a 3.4 grade-point average from prior institution(s) and no more than 36 credits.

## Course Requirements

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### I. First Year

- A. **HON 101** The Liberal Arts: Faith, Reason and Justice
- B. **HON 102** The Open Society: Justice in a Pluralistic Society  
*Honors sections :*
- C. **BIB 101** Nature and Meaning of Old Testament
- D. **BIB 102** Nature and Meaning of New Testament
- E. **INST 160** Heritage and Thought of Western Civilization - Ancient
- F. **INST 161** Heritage and Thought of Western Civilization - Modern  
*(Note: ENG 102, College Writing, is waived for Honors College students.)*

- II. Second Year
  - A. **HON 201** Cosmology
  - B. **HON 202** Introduction to Christian Theology
- III. Third and Fourth Years
  - A. Study away for one academic session
  - B. HON Seminars (choice of two from among a variety of offerings)
  - C. **HON 480** or **INST 480** Capstone
  - D. Senior Honors Thesis in major

Additional courses are being planned. At least one Templeton Honors College seminar or tutorial will be offered each semester.

## **Continuation Requirements**

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Templeton Honors College students must maintain a grade-point average of 3.2 the first year and a 3.4 grade-point average in subsequent years.

## **“Contract” Honors College Courses**

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Students who do not enter Eastern as members of the Templeton Honors College may, with the permission of the Dean of the Honors College and in consultation with their undergraduate advisor, be permitted to “contract” Honors College courses.

## **Templeton Honors College Course Descriptions**

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### **HON 101 The Liberal Arts: Faith, Reason and Justice**

An introduction to college life and the Templeton Honors College. Students will explore Christian models for interacting with the world, the interaction of intellectual leadership with justice, service, stewardship and discipline. Weekly assigned readings, writings. A 20-hour service learning project is required. Fulfills INST 150.

### **HON 102 The Open Society: Justice in a Pluralistic Society**

The seminar will look at American culture, its stresses and adaptations and how society reflects the values of its people. Students will seek to identify Christian responsibility and their role as change agents. Fulfills INST 270.

### **HON 201 Cosmology**

The course will seek to study humankind’s preconceptions and understanding of the structure and origin of the universe and how these views have influenced belief systems and history. Includes observatory experience. Fulfills INST 250.



**HON 202 Introduction to Christian Theology**

This course aims to introduce students to the Christian tradition of theological reflection on Christian faith and life, addressing topically the historical formation of basic Christian doctrine concerning Scripture, the Trinity, creation and providence, Christology, grace, salvation, the Church, sacraments and Last Things. Fulfills THEO 240.

**HON 303 Arts Odyssey**

The purpose of this course is to explore the visual, musical and literary arts from a Christian standpoint, examine the place of the arts in human activity and Christian thought, become acquainted with the basic theological underpinnings of the arts and culture, test assumptions about the value and significance of the arts, and inquire into how the sacred is present in the work of artists. The course will also attempt to reconcile the different ways of knowing that hold sway in theology and the arts, bridging the gap between aesthetic/spiritual/expressive experience and cognitive/analytical/critical thought. Fulfills the Humanities core.

**HON 480 The American Mind**

This is a course in the origins, development, and shape of the American Mind. The phrase "American Mind" is construed broadly, to include not only American philosophy, but also the various ways in which Americans invoked ideological interventions to change or protect their lives, whether that intervention took the form of literature, protest writings, or writing about art and architecture. Several themes in American intellectual history will be covered: the interaction of America as a province with Europe; the long-term influence of Christianity and especially Calvinism; the role of the Lockean Enlightenment and its controversy with Christianity; and the impact of ideas on social structure, as exercising either a conserving or reforming influence.

**INST 160 Western Civilization I: The Great Books****INST 161 Western Civilization II: The Great Books**

One course will fulfill the INST 160/161 core requirement; the other may be used in the Humanities core.

# Graduate Programs

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Life on campus is enriched by the presence of graduate students in the following programs.

## **MBA/MS in Economic Development**

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This unique program prepares dedicated Christians to work with indigenous populations to establish and manage businesses or community development ventures that help break the cycle of poverty. The MBA track includes traditional quantitative business courses, while the MS track provides more interdisciplinary courses and electives focused on international or urban economic development.

## **MS in Nonprofit Management**

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The Nonprofit Management program was created to meet the increasing demand for trained professionals in nonprofit organizations. Specialized courses designed for this rapidly growing field include nonprofit marketing, fundraising, accounting and legal and government issues.

## **Dual Degree Programs**

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Eastern University and Eastern Baptist Theological Seminary offer dual degrees: Master of Divinity and Master of Science in Economic Development. These prepare people for administrative leadership in Christian organizations, assist bivocational clergy who carry a full-time job while ministering in a church, and equip lay people who have opportunities to preach and disciple in the workplace.

## **M.ED in Multicultural Education**

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The Master of Education in Multicultural Education prepares teachers to work with students from different cultures and to include contributions of minority groups in the curricula they teach. The program emphasizes a Christian philosophy and several areas of certification are available, including early childhood, elementary school, English as a second language, foreign language, reading specialist, secondary school and special education. Concentrations are offered in Curriculum Design and Urban Transformation.

## **M.ED in School Health Services**

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This education program seeks to develop outstanding health professionals able to deal with world health issues and local concerns from a Christian perspective. Students may combine certification in the teaching of health education or school nurse certification with this M.Ed degree.

## **MA/MS in Counseling**

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The Master of Arts in Counseling program provides tracks in Integrative Clinical and Urban Counseling. The School Counseling curriculum offers a Master of Science in School Psychology and a Master of Arts in School Counseling in elementary and secondary schools.

## **Fast-Track MBA®**

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In Fall 1994 Eastern University began the Fast-Track MBA®, a nontraditional 22-month program. The curriculum emphasizes analytical skill-building and people development and features modular course work and small seminar classes. An additional major in Health Administration was added in 1998. A unique Master of Science in Health Services Management is offered for clinical and other practitioners.

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## **Financial Aid for Graduate Study**

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Students applying to the Campolo School for Social Change (CSSC) or the School of International Leadership and Development (SILD) for graduate study should contact the Office of Financial Aid at Eastern University for information regarding loan opportunities. Scholarships and Assistantships are available for eligible students.

# General Academic Regulations

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## **Class Attendance**

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The University expects all students to attend their scheduled classes and laboratory periods regularly. It is recognized that what constitutes satisfactory attendance will vary among disciplines and courses within the same subject field. Accordingly, at the beginning of each course, instructors will notify their students in writing via the course syllabus what constitutes satisfactory attendance in that course.

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

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

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

If a student exceeds the allowed number of absences as specified in the syllabus, the instructor may do one of the following:

1. Lower the student's grade one letter grade.
2. Recommend to the Academic Appeals Committee that the student be required to withdraw from the course.

## **Class Cancellations**

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On occasion, instructors need to cancel their classes because of illness or some other unusual circumstance. Notices of class cancellations are posted on the Office of the Registrar's door and the door of the room where the class was to be held. The switchboard is also notified.

## **Absence of Instructor**

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

## Convocations and Conferences

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

Week-long conferences usually include three hour-long, all-college sessions and a variety of forums. This program features a Spiritual Emphasis week and the Staley Distinguished Christian Scholar Lectures.

## Leave of Absence

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A student wishing to leave the University voluntarily for personal reasons for a limited period may choose to be classified as a student on leave of absence rather than a withdrawn student. The student must complete an exit interview with the Office of Student Development. If during the absence the student wishes to receive University publications, arrangements can be made to send them. Registration material is sent to the student each semester. When a student has been absent for one year, the University will assume that the student has withdrawn from the University, and this will be noted on the permanent record.

A student who has been receiving any type of federal loan prior to taking a leave of absence, must also complete a Loan Exit Interview with Office of Financial Aid. The Stafford Loan Exit Interview may be completed online at [www.aessuccess.org](http://www.aessuccess.org) (contact the Office of Financial Aid with questions). It is the student's responsibility to be aware of filing deadlines for aid for the returning semester. In addition, a student who takes a leave of absence should also be aware that when Satisfactory Academic Progress for Financial Aid is checked in May, he/she may fall short of the required credits or cumulative GPA (CGPA) to be eligible to receive aid for the upcoming semester. The student will be sent a notification of this deficiency even though they are on a leave of absence, so that he/she has the opportunity to correct the situation. For more information please read "Measurement of Academic Progress" and "Grade Point Average Requirements" in the *Financial Assistance* section of the catalog.

## Withdrawal From the University

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A student intending to withdraw from the University should participate in an exit interview with the Residence Hall Director or Assistant Dean of Students. Failure to officially withdraw will result in forfeiture of the general expense deposit. Students withdrawing at the end of a semester or in intervals between regular semesters should contact the Office of Student Development.

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

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

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

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## **Required Withdrawal**

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

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

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## **University Handbook**

Upon entrance, a student is given a copy of the University student handbook entitled *The Waterwheel*. He/She is responsible for those regulations and others announced to the student body.

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## **Unacceptable Academic Behavior**

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

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

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

## **Penalties for Academic Dishonesty**

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

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

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

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

# Grading System

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## Principal Grades

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

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

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

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

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

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

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

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

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



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

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## Other Grades and Notations

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

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

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## Pass-Fail Courses

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

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

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## Pass-No Credit Option

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

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

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

## **Audit Option**

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

The audit option is not generally available in summer sessions. An auditor may not change his/her registration to obtain credit after the last day to add a course. Full-time students may audit courses without charge.

## **Incompletes**

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An Incomplete (or grade of I) may be granted only for illness or some unusual circumstance. It is the student's responsibility to request an incomplete and secure the instructor's recommendation by the last day of classes. The Registrar grants approval for such requests.

All incompletes must normally be made up within two months after the last final examination date of the semester. The grade I automatically becomes an F if the student has not completed the work within the allowed time. If, however, illness or accident prevents the student's making up work within the two months period, the Registrar may authorize a W (Withdrawn) in those courses which the student was passing at the time he/she became incapacitated. Courses carrying a grade of W receive no credit.

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

## **Change of Grade**

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

## Grade Appeals Process

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

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

In accordance with Matthew 18, the process of appealing a grade or evaluative action that a student thinks has been unjustly awarded is as follows:

**Step 1.** If a conversation with the instructor has not resulted in a satisfactory explanation of the grade/evaluation, a student must initiate an appeal in writing *within sixty (60) days* from the date of the grade or action. This written appeal should be sent to the instructor responsible for the evaluation, and copies should be sent to the departmental chairperson and to the appropriate dean. The student and the faculty member shall mutually attempt to resolve the appeal within two (2) weeks of receiving the appeal.

**Step 2.** If an appeal is not resolved at Step 1, the student shall have the option of submitting *within five (5) days of the completion of Step 1*, a written appeal, including all necessary documentation and evidence, directly to the chairperson of the department in question. If there is a departmental appeals committee, the problem shall be referred directly to it. The departmental chairperson or the departmental appeals committee shall normally submit a written response to the student within two (2) weeks following the receipt of the written statement of the problem. A copy of this response also shall be provided to the instructor and the appropriate dean. If the faculty member involved in the appeal is the departmental chairperson and there is no appeals committee, the student shall go immediately to Step 3.

**Step 3.** If no mutually satisfactory decision has been reached at Step 2, the student may submit another written appeal, with all documentation attached, to the dean of the "school" in which the problem originated. Such an appeal shall be made *within one (1) week* following the receipt of the written response of the departmental chairperson or the departmental appeals committee. The dean shall investigate the problem as presented in the documentation and shall notify the parties involved of his/her decision within two (2) weeks of the receipt of the appeal.

**Step 4.** If the decision of the dean is still considered to be unsatisfactory, the student may appeal in writing, including all documentation, to the Academic Appeals Committee *within one (1) week* of having received the dean's decision. The Academic Appeals Committee shall meet within one (1) week of receiving the appeal to hear a presentation by the student of his/her case and to consider the recommendations from Steps 2 and 3. The Academic Appeals Committee shall then decide the merits of the case. The decision of the Academic Appeals Committee shall be final.

## **Repeated Course**

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The original grade for a course is included on the transcript. A repeated course is so designated and is printed with the new grade earned. In calculating the cumulative grade-point average, the higher grade supercedes the lower grade; the lower grade is not included in the calculation of the cumulative grade-point average. In cases where the course was initially passed and subsequently repeated, credit is granted only once for the course.

If a student received Financial Aid for a course the first time it was taken, he/she is not eligible to receive aid for that course when it is repeated. If a full-time student is taking a repeat course in any semester, he/she will be required to take an additional 12 new credits in order to meet the 24 credit rule for students receiving financial aid.

# Academic Standing

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## Dean's, Merit and Recognition Lists

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

**The Dean's List** contains the names of students who have taken at least 15 semester hours credit during the previous semester and have earned a grade-point average of 3.50 or better for the semester.

**The Merit List** contains the names of students who have taken at least 15 semester hours credit during the previous semester and have earned a grade-point average between 3.25 and 3.49 for the semester.

**The Recognition List** contains the names of students who have taken at least 6 semester hours credit during the previous semester and have earned a grade-point average of 3.50 or better for the semester.

## Academic Classification

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

First Year . . . . .	Less than 28
Sophomore . . . . .	28–59
Junior . . . . .	60–94
Senior . . . . .	More than 94

## Academic Warning for Unsatisfactory Semester Grade-Point Average

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

## Acceptable Progress and Probation

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

Less than 28 credits . . . . .	1.75 grade-point average
28 - 41.9 credits . . . . .	1.85 grade-point average
42 - 59.9 credits . . . . .	1.95 grade-point average
60+ credits . . . . .	2.00 grade-point average

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

## **Review of Scholastic Records**

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

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

## **Academic Dismissal**

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

1. An unsatisfactory semester, when the grade-point average is below 1.0;
2. Failure to improve sufficiently after a warning;
3. Failure to improve sufficiently after two successive semesters on academic probation;
4. Failure to attain a grade-point average of 2.00 on 60 or more hours attempted.

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

## **Appeal Procedure**

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The student may appeal the dismissal decision by submitting a letter stating any extenuating circumstances which affected his/her academic performance. The letter may be sent to the Registrar who will forward it to the Chairperson of the Academic Appeals Committee. The decision of the Academic Appeals Committee is final.

# Other Credit Opportunities

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## **Course Work Done Elsewhere by Eastern Students**

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

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

Students who have been approved to take course work elsewhere, and who are recipients of financial aid, must submit the *Financial Aid Off-Campus Program Notification Form*. This form is required to document to the Office of Financial Aid the student's enrollment status and program to determine the student's eligibility for Eastern funded financial aid. The student also must request a *Consortium Agreement* from the Office of Financial Aid. This document, when submitted to the host institution and returned to Eastern, will inform Eastern's Office of Financial Aid of the student's cost to attend the off-campus program. The student's budget will be adjusted accordingly and will be taken into account when the student's aid is calculated. *Consortium Agreements* are usually not processed for summer study.

## **Credit by Examination**

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Eastern University will accept a maximum of 60 credit hours from any combination of Advanced Placement (AP), College Level Examination Program (CLEP) subject tests, Excelsior College Examinations, DANTES, and validated college-level learning. (See also Expenses.)

## **AP (Advanced Placement)**

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Students who take college-level courses in high school and earn a score of 3, 4 or 5 on the Advanced Placement test, administered by the College Entrance Examination Board, will receive college credit and placement.

## **CLEP (College-Level Examination Program)**

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

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

## **Assessment of College-Level Learning**

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Adults with significant professional experience may be granted academic credit by Eastern University for life and work experience not sponsored by a college or university. This process seeks to judge only competencies (results, level of performance, etc.), not years of experience. Students receive extensive instruction in preparing a portfolio which then is evaluated by specially trained faculty. The hours granted will be placed on the student's transcript after successful completion of 15 hours of Eastern University credit. Fees are charged for portfolio assessment. (See Schedule of Student Charges.)



# Session Schedule

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## Advising

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Students entering from high school are assigned an advisor with whom they will meet periodically to discuss their academic program, career goals and personal problems or needs. When students formally declare a major, they are assigned a faculty advisor in the major department. Students transferring in more than 24 semester hours of credit from another college are assigned a faculty advisor in their major area; they must still formally declare their major.

## Registration

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Two registration periods are scheduled each year: one in October for the spring semester; one in March or April for the following fall semester. All students are expected to register for classes during the registration period, which is announced to students through *The Waterwheel* and through an official statement sent to each student. Students are required to meet with their faculty advisors to choose classes and to have their Class Registration Form signed by the advisor. Students may not register for classes until all advising, financial and reporting obligations are met.

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

Registration for summer sessions starts in April. These sessions are voluntary sessions and carry additional fees and charges.

## Financial Clearance

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

## Course Loads

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In the regular fall and spring semesters, the normal academic load is 15 credits. A full-time student may take up to 18 credits without special approval or overload credit fees, provided that the student is not on probation with a limit of 16 credits.

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

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

## **Student Responsibility**

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Students are responsible for all courses for which they are registered, except for courses that they have officially dropped within the drop period. A student who fails to attend a course for which he/she is registered, without officially dropping or withdrawing from the course, shall receive an F for the course.

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

## **Adding, Dropping, Withdrawing from Course Work**

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

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

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

## **Mid-Semester Warnings**

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

## **Final Examinations**

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Final examinations are required for most courses. The final examinations schedule is published with the Schedule of Classes and again at the beginning of the semester. All examinations are to be taken at the times listed. The Dean of Arts and Sciences may grant exceptions to the schedule in cases of documented medical emergency or family crisis or when a student has three final exams scheduled on one day. Conflicts should not occur between final examinations since they are scheduled on the basis of course meeting times.

A student who is unable to take a final examination on time may request the grade of I (Incomplete) from the Registrar. If the request is granted, the student must make arrangements with the instructor. Permission for a late final examination will be given only in the case of illness or unusual circumstances, and reasonable proof may be required by the Registrar.

If a student finds it necessary to miss a final examination, he/she must report the situation to the Registrar as soon as possible or see that the Registrar is notified by someone else.

Dishonesty in a final examination shall be reported by the instructor of the course to the Dean of Arts and Sciences who may refer the incident to the Judiciary Committee for further action.

## **Final Grades**

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At the end of each semester the faculty will file grades with the Registrar. The Office of the Registrar does not report grades to students or others over the telephone. Students may view their grades by accessing Eastern's website [www.eastern.edu](http://www.eastern.edu). (E-net Student Services offers secure access through password protection.)

## **Summer Sessions**

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Summer sessions are intense 6-week sessions of traditional college courses, most of which meet two nights each week for class lecture. Summer sessions provide the opportunity in a less formal atmosphere for concentrated study or field work/internship experience.

## **Requests for Transcripts**

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

A transcript request must include the student's signature, Social Security number and name when attending Eastern and the complete name and address of the authorized recipient. One week's notice is required. A special processing fee of \$5 will be assessed for short notice of 2 days or less.

# Graduation

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## **Student Responsibility**

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

## **Graduation Requirements**

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

1. Earn a total of at least 121 semester credits.
2. Complete the core curriculum requirements, including competencies.
3. Fulfill major requirements. Transfer students must complete a minimum of 40% of their major at Eastern University.
4. Maintain a minimum grade-point average of 2.00 (C) and earn the grade of C or better in all courses required for the major.
5. Complete the last 32 hours at Eastern University. Students who have earned at least 32 credits at Eastern and have met all other graduation requirements may apply to take their final credits at an approved off-campus study program or host institution.
6. Take any comprehensive examination required by the department.

A student is subject to the core curriculum requirements of the catalog in effect at the date (either fall or spring semester) of matriculation and to the requirements for a major, minor, or teacher certification program at the date of declaration of such program (unless the faculty makes subsequent changes that relieve the student of some requirements or provide for substitutions of courses). If it is to the student's advantage, he/she may elect to graduate under a later catalog by agreeing to fulfill all the requirements of that catalog. Any changes in requirements must be submitted to and approved by the Registrar.

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

## Tests Required During the Senior Year

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A comprehensive exam in the major field or another form of evaluation, may be required by some departments. Students should check with the chairperson of their major department concerning this requirement.

## Declaration of Intent to Graduate

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It is the responsibility of the student to notify the Office of the Registrar of his/her intention to graduate by completing the designated section of the Class Registration form each session. Intent to Graduate must be filed with the Office of the Registrar by the start of the senior year. Students whose plans for graduation change, whether they intend to graduate earlier or later than previously anticipated, must inform the Office of the Registrar immediately. The Graduation Fee is to be paid by the beginning of the last session of attendance and is not adjusted if the graduate is unable to participate in Commencement exercises.

## Dates on Diplomas

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Degrees are conferred on May 31, August 31 and December 31 of each year. Diplomas are withheld from graduates who have unpaid bills or other obligations.

## Participation in Commencement Exercises

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Commencements are held at the close of regular academic semesters in May and December. Students who earn their degrees in August are included in Commencement exercises the following December. Participation is optional.

## Graduation Honors

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

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

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

- ▶ **With Distinction:** cumulative grade-point average of 3.8 or better for B.A. and B.S.N. students in the School of Professional Studies.

## Prizes and Awards at Spring Commencement

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

**American Chemical Society Philadelphia Section Award** • Awarded to the graduating senior with the highest academic achievement in chemistry.

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

**Christian Association for Psychological Studies Award** • Awarded to a graduating senior for outstanding achievement in psychology.

**Dorothy McCollum Award** (\$600) • Given through a generous gift by an alumna to the graduating senior with a major in English who has exhibited the most consistent performance in creative writing (expires May 2009).

**Eastern Seminary Scholarships** • Two scholarships, awarded by vote of the University faculty, to graduating seniors for attendance at the Eastern Baptist Theological Seminary. Recipients must have taken not less than two years of full-time work at the University and be accepted for admission to the Seminary. The scholarships are \$250 each. Awards will be based upon University grades, potential leadership and Christian service.

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

**Heroic Endeavor Awards** (\$100) • Awards to graduating students who have overcome extreme physical limitations, unusual family obligations or other non-academic personal problems to secure their diplomas. Awards are campus-wide: students in traditional undergraduate programs, non-traditional programs and graduate programs will be considered.

**Ida O. Creskoff, Esquire, Law Award** (\$100) • Awarded for a paper on any aspect of law, dealing with the role of law, legal systems, justice, etc.

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

**Janice Stead Memorial Award** (\$50) • Presented at commencement each year to a student selected by the faculty for the student's contribution to the Christian Life Program of the University. Nominations of two or more persons shall be made to the faculty by the Chaplain.

**J. Bruce Walker Award** (\$600) • Given through a generous gift by an alumna to the graduating senior who has most effectively expressed, in any art form, the relationship between faith and life experience (expires May 2009).

**Kenneth Eugene Crow Memorial Award** (\$200) • Open only to juniors and seniors. Awarded once a year, at either the Fall Convocation or the Spring Commencement. A paper on the subject "The Christian Faith and Contemporary Thought" is to be submitted to the Christian Ministries Department before the first faculty meeting of the semester or by April 1. Details of application are available.

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

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

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

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

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

**Phi Alpha Theta Pin** • Awarded to a history major by the department for a significant and unique contribution. Awarded only when a suitable candidate exists.

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

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

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

**The Margaret Ferre Memorial Award** (\$50) • Awarded to the senior with the highest average in German. If no senior applies, a junior may be selected.

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

**The Wall Street Journal Student Achievement Award** • Awarded to the graduating senior who majored in economics and business administration and stood first in those subjects. One year's subscription to the *Wall Street Journal* and a plaque.

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

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

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

**Women's Auxiliary Award** (\$50) • Awarded to the junior or senior student, nominated by the Student Activities Committee, who has shown the greatest aptitude in applying Christian principles to practical life.

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

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

## COURSES





## COURSE DESCRIPTIONS

### NUMBERING SYSTEM

80 to 99 —	Developmental courses.
100 to 199 —	Introductory courses.
200 to 299 —	Introductory or intermediate courses.
300 to 399 —	Advanced courses.
400 to 499 —	Advanced courses primarily for seniors.

*Single Course Number* — indicates a one-semester course.

*Hyphenated Course Numbers* — two course numbers joined by a hyphen indicate a one-year course. Credit is earned if both semesters are taken.

*Course Numbers with Commas* — two course numbers joined by a comma indicate a one-year course. Credit is earned if either semester is taken.

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

Courses are listed in alphabetical order by major.

### COURSE CREDIT

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

### ELECTIVES

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

### ACTIVITY COURSES RESTRICTION

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

### PREREQUISITES

Some major courses require specific course work to be taken before a student can take the requisite course. These prerequisites are listed at the end of the course description.

### MINIMUM GRADE IN MAJOR

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

### FIRST-YEAR SCHEDULING

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

### CROSS-DEPARTMENTAL COURSES

### DIRECTED STUDY

Some departments offer Directed Study 400 for students with demonstrated ability and a special and compelling academic interest that cannot be pursued within the regular curriculum or course. Such courses are restricted to students with junior or senior standing, a 3.0 grade-point average in the major field, with some college-level background in the area to be studied. The Directed Study form is available in the Registrar's Office. Arrangements must be completed by the end of the Drop/Add period of the session when taken.

### FIELD EXPERIENCE

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

### HONORS COURSES

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

## INDIVIDUALIZED INSTRUCTION

Individualized Instruction is the teaching of a regular, listed catalog course to a single student. Individualized Instruction is offered only when the college has failed to offer a course according to schedule or with sufficient frequency *and* it is needed by a student for a critical reason. Both criteria must be met. Severe course conflicts or student/faculty emergencies may be approved by the Dean of Arts and Sciences on a case-by-case basis as an Individualized Instruction if no appropriate substitute course can be found. Arrangements must be completed by end of Drop/Add period of session when taken.

## INTERNSHIP

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

## SPECIAL TOPICS

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

## TEACHING ASSISTANT

Each department may invite superior students to serve as Teaching Assistants for 1,2,3 credits, as approved by the Dean of Arts and Sciences. The student registers using the appropriate department prefix and the course number 498 or 499. Up to six credits may be earned. Note: May not apply to major or minor requirements.

## Accounting and Finance

### THE MAJOR FOR THE B.S. IN ACCOUNTING AND FINANCE

The Accounting and Finance Major is designed to prepare the graduate to go directly into public accounting, corporate or small business sectors, or to continue on to graduate school for an MBA or similar degree in any area of business. A spiritual admonition to study accounting and finance is found in Luke 16:11 "So if you have not been trustworthy in handling worldly wealth, who will trust you with true riches?" Admission to the major requires a C or better in ACCT 107, BUSA 102 and ECON 203.

ACCT 107, 108	Principles of Accounting I, II	6
ACCT 361, 362	Intermediate Financial Accounting I, II	6
ACCT 381	Audit Theory and Philosophy <i>or</i>	3
ECON 470	Economic Forecasting	
ACCT 421	Concepts in Federal Taxation <i>or</i>	3
ECON 321	Financial Institutions and Markets	
ACCT 470	E-Commerce and Advanced Accounting Information Systems <i>or</i>	
BUSA 470	Management Info System	3
BUSA 102	Business as a Profession	3
BUSA 202	Principles of Marketing	3
BUSA 221	Business Statistics	3
BUSA 306	International Management	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 480	Business Strategy and Policy	3
COM 120	Public Speaking	3
CSC 150	Problem Solving with Computers	3
ECON 203, 204	Principles of Economics	6
FIN 360	Business Finance	3
FIN 424	Strategic Finance	3
FIN 460	Business Analysis and Valuation	3
	<i>Total Credit Hours:</i>	63

### THE MINOR IN ACCOUNTING

ACCT 107, 108, 361, 362, and six additional hours in accounting courses.

### ACCOUNTING COURSE DESCRIPTIONS

**106 Accounting for Decision Makers** 3  
This course introduces students to the field of financial accounting and concentrates on critical thinking skills necessary to read, analyze and interpret financial statements. Students will gain an understanding of the impact of financial transactions on financial statements. School of Professional Studies only.

**107, 108 Accounting Principles I, II** 3, 3  
 Basic accounting principles and practices, including the preparation of basic financial statements, account uses, accruals and deferrals. Minimum grade of C in ACCT 107 is prerequisite to 108 or 309.

**309 Nonprofit Accounting** 3  
 Provides in-depth coverage of fund accounting principles, focusing on procedures of private nonprofit and governmental organizations. Topics include: revenue recognition, accounting for fixed assets and investments, cash budgeting, allocation of fundraising costs, financial statement presentation, and other issues relevant to nonprofit organizations.

**361, 362 Intermediate Financial Accounting** 3, 3  
 Principles, control and theory of accounting for assets, liabilities and equities. Courses include measurement and determination of income; preparation, utilization, analysis of cash flow statements, financial ratios and statistical analysis of accounting data. Prerequisite: Minimum grade of C in ACCT 108 or 309.

**381 Audit Theory and Philosophy** 3  
 Introduction to auditing theory and philosophy as it contributes to the reliability of financial and other data and as an essential part of an accountant's knowledge. Includes such topics as evidence, basic techniques including sampling and the use of the computer, review of internal control, and arithmetic controls and reconciliations. Also included are the independent auditor's role, legal responsibilities, codes of ethical conduct, standards of reporting, field work, and competence. Prerequisite: Minimum grade of C in ACCT 362.

**421 Concepts in Federal Taxation** 3  
 Theory, philosophy, and principles of federal income tax and law and the procedures for computing the income tax liability of individuals; practice in solving typical problems and the preparation of tax returns. Prerequisite: Minimum grade of C in ACCT 108.

**470 E-Commerce and Advanced Accounting Information Systems** 3  
 The course will familiarize students with different types of software used in public accounting practice and in small business settings. Students will be required to become competent with the following groups of software: 2 wordprocessing packages, 2 spreadsheets packages, 2 general ledger packages, 1 client write-up package, 1 database package. Field trips to suitable sites will be planned.

**495 Internship** 2-12  
 Full-time employment for a minimum of 15 weeks in a public accounting office under supervision of

a Certified Public Accountant. The period of employment covered will be certified to the State Board of Examination of Public Accountants in partial satisfaction of the two years of public accounting experience required for CPA certification. The student will also be responsible to the instructor who will maintain a supervisory and counseling relationship throughout the semester. Prerequisite: Open only to accounting majors.

**THE MINOR IN FINANCE**

ECON 203, 204, 321, 470 plus FIN 360, 424, 460.

**FINANCE COURSE DESCRIPTIONS**

**360 Business Finance** 3  
 An introduction to the financial problems of business organizations, the finance function and its relationship to other decision-making areas in the firm, and concepts and techniques for planning and managing the acquisition and allocation of financial resources from the standpoint of internal management. Prerequisites: Minimum grades of C in BUSA 221, ACCT 108.

**424 Strategic Finance** 3  
 Nature, objectives, and procedures of cost accounting as applied to the control and management of business, including job order costs, process costs and joint and by-product costing. Prerequisite: Minimum grade of C in ACCT 362.

**460 Business Analysis and Valuation** 3  
 Basic principles of strategy analysis, accounting analysis, forecasting, prospective analysis, equity security analysis, credit analysis and distress prediction are explored. The structure and operations of the stock exchanges as well as the function of securities dealers and brokers are presented with a detailed examination of the various types of equity shares and bonds. Mergers and acquisitions, corporate financing policies, management communications will also be explored. Prerequisite: FIN 360.

**Astronomy**

Eastern University offers a cooperative program in Astronomy through Villanova University. Students seeking the Individualized major in Astronomy should consult with Dr. Bradstreet.

**THE MINOR IN ASTRONOMY**

<b>PHYS 111</b>	The Solar System	4
<b>PHYS 112</b>	Exploration of the Universe	4
<b>PHYS 101</b>	Introduction to Physics I	4
<b>PHYS 102</b>	Introduction to Physics II	4
<b>PHYS</b>	An approved elective	2-3
<i>Total Credit Hours:</i>		18-19

## Biblical Studies

A foreign language core requirement must be fulfilled with this major. It can be completed by high school validation, by proficiency test or by courses taken at Eastern. Biblical or contemporary foreign languages can fulfill this requirement.

### THE MAJOR FOR THE B.A. IN BIBLICAL STUDIES

#### Core Courses:

<b>BIB 101</b>	Nature and Meaning of the Old Testament	3
<b>BIB 102</b>	Nature and Meaning of the New Testament	3
<b>THEO 240</b>	Theological Thinking	3

#### Required Courses (all tracks):

<b>BIB 450</b>	Biblical Theology	3
<b>PHI</b>	ONE Philosophy elective (not cross-listed with Theology)	3
<b>THEO</b>	ONE Theological Studies elective	3
	<i>Subtotal Credit Hours:</i>	<u>18</u>

#### Track One: Biblical Languages

<b>GRK/HEB</b>	Greek or Hebrew (2 years)	12
<b>BIB</b>	FIVE Biblical Studies electives	15
	<i>Subtotal Credit Hours:</i>	<u>27</u>
	<i>Total Credit Hours:</i>	<u>45</u>

#### Track Two: Without Biblical Languages

<b>BIB</b>	SEVEN Biblical Studies electives	21
	<i>Subtotal Credit Hours:</i>	<u>21</u>
	<i>Total Credit Hours:</i>	<u>39</u>

### MINOR IN BIBLICAL STUDIES

**BIB 101, 102, THEO core course**, plus one 200-level Theological Studies elective and four additional Biblical Studies courses constitute a minor in Biblical Studies.

*BIB 101 and 102 are prerequisite to all BIB courses at the 200 level and above.*

### COURSE DESCRIPTIONS

#### 100 The Biblical World in Contemporary Context 3

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

other New Testament documents which conclude the biblical story). Open only to students in the School of Professional Studies.

#### 101 Nature and Meaning of the Old Testament 3

A descriptive and critical introduction to the nature of biblical revelation, principles of interpretation and major elements of the Old Testament, including the primeval and patriarchal histories, the exodus, conquest and monarchic traditions, the message of the prophets and the exilic period.

#### 102 Nature and Meaning of the New Testament 3

A descriptive and critical introduction to the principles of biblical interpretation and major elements of the New Testament, including the Jesus of the Gospels, the developing church in Acts, Paul the interpreter of Christ, the General Letters, and visions of the Revelation. Prerequisite: BIB 101.

#### 265 Biblical Hermeneutics 3

The art and theory of biblical interpretation will be explored through a historical, philosophical, and theological survey. The primary aim is to prepare students for an academically rigorous course of study in biblical and theological studies, but our discussion will also provide the basis for both personal Bible study and the preaching and teaching of the Bible.

#### 270 Study Tools and Skills for Biblical Studies 3

This course introduces students to primary and secondary sources and tools related to study of the Bible. The aim is to help students better read the Bible in its historical, theological and ecclesial contexts, to read a number of primary texts which range chronologically from the Ancient Near East to the first several centuries of the Church, to learn how to construct bibliographies as a basis for research, and to develop an introductory knowledge of the bibliography that exists to help in study of the Bible. Offered infrequently.

#### 312 The Hebrew Prophets 3

The place and significance of prophecy in Hebrew history, with special emphasis on its social, political and Messianic thrust. Field of study: the Old Testament prophetic books and the New Testament institution of prophecy in the Church.

#### 322 Paul: His Life, Letters and Theology 3

The history of the interpretation of Paul from the early Church to scholars of the modern period precedes an in-depth study of Paul's life and thought as presented in Acts and his letters.

**325 Women in Scripture** 3

This course investigates the changing roles and perceptions of women as they evolve through the Judeo-Christian Scriptures, with special attention paid to leading female personalities in both the Old and New Testaments. In addition, the course will evaluate conflicting interpretations of key texts as they have been used throughout history to determine the functional placement of women in society and the church.

**340 Studies in the Synoptic Gospels and Acts** 3

An analytical study of Matthew, Mark and Luke-Acts, with attention both to content and to related current issues. The primary aim of the course is to determine how these books understand Jesus and the Church.

**350 Wisdom Literature** 3

A concentrated study of Proverbs, Job, Ecclesiastes and the Song of Solomon with special attention to their meaning and relevance for modern life. The basic frame of reference will be Wisdom's creation theology and its relation to biblical faith as well as other living faiths of the world.

**360 Visions of Daniel and Revelation** 3

A general introduction to apocalyptic literature followed by a historical-cultural study of the symbolism and meaning of these two outstanding apocalyptic books. Special attention will be paid to competing varieties of interpretation, e.g., traditional, dispensational, critical.

**380 Studies in the Pentateuch** 3

An exegetical, historical and theological study of the traditions about Israel's emergence as the people of God. Elements treated are the primeval history, patriarchs, exodus, the law of Sinai and the wilderness experience.

**390 Hebrews and the General Epistles** 3

An analytical survey of the interpretation and meaning of Hebrews, James, I and II Peter and Jude. Special emphasis will be given to the historical circumstances, structure and distinctive themes of these books.

**410 John: The Spiritual Gospel** 3

An exegetical introduction to the methodology of the Fourth Gospel, its structure, spiritual symbolism and major themes, including a cultural and historical approach to the Christian communities addressed by John.

**430 Hebrew Exegesis** 3

Reading, translation and exegesis of selected texts from the Hebrew scriptures. Prerequisite: Minimum grade of C in HEB 202 or permission of the instructor. Offered infrequently.

**431 Greek Exegesis** 3

Reading, translation and exegesis of selected texts from the Greek New Testament. Prerequisite: Minimum grade of C in GRE 202 or permission of the instructor. Offered infrequently.

**440 Senior Seminar** 3

Consideration of special topics essential for integrating the educational experience of seniors in the major.

**450 Biblical Theology** 3

An investigation of the basic theological themes of the Old and New Testaments, such as God, creation, humanity, sin, salvation, covenant, community, the kingdom of God, promise-fulfillment, holiness.

## **Biokinetics**

The Department of Biokinetics offers the major of Health and Exercise Science with two areas of concentration: Exercise Science and Athletic Training and a minor in Sport and Coaching.

### **THE MAJOR FOR THE B.S. IN HEALTH AND EXERCISE SCIENCE**

*Biokinetics Core Courses:*

<b>BIO 233, 234</b>	Human Anatomy and Physiology I, II	8
	(Pre-requisite: BIO 104 or BIO 152)	
<b>BKIN 140</b>	Strength and Endurance Training	3
<b>BKIN 200</b>	Health Promotion	3
<b>BKIN 201</b>	First Aid	3
<b>BKIN 210</b>	Foundations of Biokinetic Sciences	3
<b>BKIN 220</b>	Basic Nutrition Science	3
<b>BKIN 301</b>	Care and Prevention of Athletic Injuries	3
<b>BKIN 350</b>	Research Methods in Biokinetics	3
<b>BKIN 352</b>	Physiology of Exercise	3
<b>BKIN 353</b>	Exercise Prescription and Rehabilitation	3
<b>PSY 100</b>	General Psychology	3
<b>PSY 207</b>	Human Growth and Development	3
<b>INST 480</b>	Capstone: Sport in American Culture	3

Choose **TWO** Fitness Courses:

BKIN 103,104,119,130; BKIN fitness courses; DAN122, 131, 132, 133; EDU 300	4-6
<i>Total Credit Hours:</i>	<u>48-50</u>

In addition, students must choose a concentration in exercise science or athletic training.

### CONCENTRATION IN EXERCISE SCIENCE

This concentration prepares students for career opportunities in the areas of exercise physiology, allied health, and fitness; such as, director of community or corporate fitness/ wellness program, exercise physiologist in cardiopulmonary rehabilitation program, exercise science researcher, and graduate student in physical therapy, occupational therapy, physician assistant, or medical school programs. Students will be prepared to develop, market, and implement exercise and nutrition programs for healthy and high-risk persons in need of exercise prescription in community, hospital, corporate, and health club settings.

*Exercise Science Concentration Courses:*

<b>BKIN 395</b>	Field Experience in Biokinetics	3
<b>BKIN 411</b>	Cardiovascular Physiology and Pathophysiology	3
<b>BKIN 450</b>	Administration of Wellness Programs	3
	<i>Subtotal Credit Hours:</i>	<u>9</u>

Choose **THREE** from the following:

<b>BKIN 204</b>	Principles of Coaching Sport	
<b>BKIN 310</b>	Physiology of Aging	
<b>BKIN 351</b>	Kinesiology	
<b>BKIN 360</b>	Sports Psychology	
<b>BKIN 365</b>	Exercise for Special Health Populations	
<b>BKIN 370</b>	Therapeutic Exercise	
<b>BKIN 375</b>	Therapeutic Modalities	
<b>BKIN 416</b>	Metabolic Interactions	
	<i>Subtotal Credit Hours:</i>	<u>9-11</u>
	<i>Total Credit Hours:</i>	<u>66-68</u>

*Highly Recommended:*

<b>BKIN 495</b>	Internship	2-12
<b>CHEM</b>	One year of Chemistry	

Students pursuing an undergraduate preparation for physical therapy or occupational therapy programs can do so in the exercise science concentration. Most of these programs admit students to an 18-24 month graduate program. Admission to these programs is competitive, requiring a minimum grade-point average of 3.0. Students should

consult the schools to which they are applying for exact required courses. Most graduate programs also require the following:

- English Composition
- Calculus
- Physics (one year)
- Additional Biology (1 more general, cell, genetics)
- Chemistry (one year)
- Sociology
- Internship or work experience in the field

Students pursuing an undergraduate preparation for physician assistant programs can do so in the exercise science concentration. Most of these programs admit students to an 18-24 month graduate program. Admission to these programs is competitive, requiring a minimum grade-point average of 3.0. Students should consult the schools to which they are applying for exact required courses. Most graduate programs also require the following:

- Medical Terminology
- Statistics
- Additional Biology (1 more general, micro-, genetics)
- Chemistry (one year)
- Sociology
- Internship or work experience in the field

### CONCENTRATION IN ATHLETIC TRAINING

Eastern University is currently a candidate for accreditation of our athletic training program by the Commission on the Accreditation of Allied Health Education Program (CAAHEP). We officially began the process in June 2002, were awarded candidacy in fall 2003, and anticipate accreditation to be complete in spring 2006. Students who wish to enter the athletic trainer preparation program must formally apply and be accepted through a formal application process. Those seeking to enter the program should consult Michele Monaco, Director of Athletic Training Education, for further details regarding entrance into the program and the accreditation process.

*Required for Athletic Training:*

<b>BKIN 195</b>	Observation in Athletic Training	1
<b>BKIN 221</b>	Athletic Training Practicum I	1
<b>BKIN 320</b>	Athletic Training Practicum II	1
<b>BKIN 321</b>	Athletic Training Practicum III	1
<b>BKIN 351</b>	Kinesiology	3
<b>BKIN 360</b>	Sports Psychology	3

BKIN 370	Therapeutic Exercise	4
BKIN 371	Advanced Techniques of Athletic Training I	4
BKIN 372	Advanced Techniques of Athletic Training II	4
BKIN 375	Therapeutic Modalities	4
BKIN 411	Metabolic Interactions	3
BKIN 420	Athletic Training Practicum IV	2
BKIN 421	Athletic Training Practicum V	2
BKIN 451	Administration of Athletic Training Programs	3
	<i>Subtotal Credit Hours:</i>	<u>36</u>
	<i>Total Credit Hours:</i>	84-86

### SPORT AND COACHING MINOR

The department offers a sport and coaching minor which is open to all undergraduates and provides an opportunity for students to combine study of the science of sport and coaching with a major in other disciplines. Students interested in coaching youth sports or interscholastic sports will be prepared to apply concepts and principles related to all aspects of sports—the player, team, coach and program administration.

BKIN 140	Strength and Endurance Training	3
BKIN 201	First Aid (or certification)	1,3
BKIN 204	Coaching Principles of Sports	3
BKIN 220	Basic Nutrition Science	3
BKIN 301	Care and Prevention of Athletic Injuries	3
BKIN 360	Sports Psychology	3
BKIN 450	Administration of Wellness Programs	3
INST 480	Capstone: Sport in American Culture	3
	<i>Total Credit Hours:</i>	<u>22-24</u>

### BIOKINETICS COURSES

**103 Movement and Rhythms for Children** 2  
Resource methods and materials for participation in rhythmic activities, movement exploration, creative dance, and low-level games are presented and practiced. Opportunity for creative design, presentation, and teaching is provided.

**104 Fitness Through Aerobics** 1  
This class is comprised of a series of easy to learn choreographed routines that blend rhythmic movements: jogging, lunges, swings and dance movements set to an eclectic blend of music. Routines are sequenced to provide a warm-up, aerobic conditioning and cool-down. Opportunity for creative design, presentation, and teaching is provided.

### 119 Self Defense

 1

This course teaches strategies for prevention of personal attack. This includes an introduction to Taekwon-Do techniques that can be employed if confronted with an attacker. Emphasis is placed on the recognition and avoidance of personal risk situations.

### 135 Fitness Through Mat Pilates and Yoga

 3

This course focuses on theory and practice of two mat exercise techniques: Yoga and Pilates. Alignment, body postures, movements, and breathing techniques will be examined and practiced. Included will be study of musculoskeletal make-up of the torso, neck and hips and the use of movement and breathing to enhance health, well being and Christian spiritual growth.

### 140 Strength and Endurance Training

 3

Theories and techniques of resistive training for strength and power, and aerobic training for endurance, will be presented. Discussion will focus on the concepts of developing muscular strength, power and body definition. Also, principles of endurance training for speed, performance, cardiovascular fitness and weight control will be addressed. The class will blend theoretical concepts and lectures with practical time spent applying principles to a personal weight training and endurance training programs. Some unsupervised exercise outside of class time is required.

### 195 Observation in Athletic Training

 1

Students wishing to apply to the athletic training concentration must complete a minimum of 50 hours of observation in the athletic training room. The purpose of the course is to acclimate students to the training room through observation of training techniques, operational procedures, and administration. The objective is that students learn the daily functions of a certified athletic trainer, laying the foundation for their future practicum courses. Basic procedures include emergency care, long-term patient treatment, pre-game and post game protocols, injury prevention protocols, off-field evaluations, and inventory of treatment materials, equipment, and tools.

### 200 Health Promotion

 3

This course addresses attitudes and life-style behaviors as they influence life-long health. Personal health issues, such as personal health practices, fitness, nutrition, safety and emergency measures, heart health, mental health, sexuality, and family living will be addressed. Aging and wellness will be included.

**201 First Aid** 3

This course presents topics of prevention, safety and treatment of illnesses, injuries and accidents in order to provide prompt and efficient action in times of emergency. The course integrates lecture with practical drills to learn techniques of administering CPR, cardioversion, rescue breathing, and emergency treatment for injuries and acute illness. Students earn Red Cross Community CPR and First Aid certification upon successful completion of the course.

**204 Principles of Coaching Sport** 3

The principles and techniques of teaching and coaching sports are presented in this course. Areas such as team selection, psychology of coaching, women in sports, parental involvement, and ethics will be discussed. Embedded in the topics will be presentations and discussions of coaching sport using Christian principles. Not open to first-year students.

**210 Foundations of Biokinetic Sciences** 3

The course will survey the wide breadth of the interdisciplinary field of Biokinetic Sciences. Careers such as corporate fitness director, community wellness director, athletic trainer, nutritionist, physical and occupational therapist, physician assistant, and exercise physiologist will be covered. Content will include history, philosophical, psychological, scientific and sociological foundations of the field. An introduction to career opportunities plus overall educational objectives of professional programs is also addressed.

**220 Basic Nutrition Science** 3

This course will focus on the basic roles of nutrients, their influence on the life cycle, nutrition therapy, health/wellness and weight control. Implications for political and societal change, consumer concerns and global food problems will be discussed. Prerequisite: a biology or chemistry course.

**221 Practicum in Athletic Training I** 1

Students will begin treating athletes directly for first time under the supervision of an Approved Clinical Instructor (ACI); skills such as wound care, taping and wrapping will be practiced under direct supervision. Special attention will be given to techniques for recognizing and preventing heat related injuries in athletes. Students will observe the evaluation, diagnostic, treatment, and rehabilitative phases of injuries and illnesses. Some practice of these techniques will occur under direct supervision. Students will also learn and practice communication using medical terminology.

**301 Care and Prevention of Athletic Injuries** 3

This course deals with the prevention, care, and first aid practices relating to sports activities and conditioning of athletes. It serves as an introduction to pathology, signs and symptoms recognition, and management procedures common in sports injuries. Clinical application of basic injury prevention strategies are emphasized. Prerequisites: Minimum grades of C in BIO 233, BKIN 201.

**310 Physiology of Aging** 3

This course will focus on the aging process, accurate knowledge of health and disease of the elderly and teach appropriate measures to minimize health problems and promote independent living. It will include discussion of Christians' social responsibility to respect and care for older adults. Open to Social Work and Psychology majors. Prerequisites: Minimum grade of C in one of these courses: BIO 104, 151, 152, or 233.

**320 Practicum in Athletic Training II** 1

In practicum II, students develop and implement rehabilitation prescriptions using psychomotor skills observed and practiced in previous practical experiences. Students will employ medical terminology to begin writing notes on athletes' treatment and progress. They also begin thorough lower extremity evaluations using theories and psychomotor skills learned in Advanced Athletic Training I.

**321 Practicum in Athletic Training III** 1

In addition to previous practical skills, students begin thorough upper extremity evaluations using theories and psychomotor skills learned in Advanced Athletic Training II. They will learn to determine and administer appropriate therapeutic modalities.

**350 Research Methods in Biokinetics** 3

This course includes instruction and practice in using various testing procedures for exercise science research. Topics addressed include principles of text construction and evaluation, analysis and interpretation of data by means of statistical procedures, and introduction to basic concepts of research. Prerequisite: Minimum grade of C in six credits of BKIN courses.

**351 Kinesiology** 3

This is a study of the human body in motion. Topics include the application of principles of mechanics to anatomical systems; neuromuscular basis of movement; analysis of skills used in exercise science and athletics. Prerequisites: Minimum grades of C in BIO 233, 234, and BKIN 200.



**352 Physiology of Exercise** 3

Exercise physiology is the study of human work. This course focuses on the body systems, their interrelationships and adjustments during exercise and stress as a result of training, physical activity, and physical inactivity. Emphasis is on current research findings and what remains to be discovered in humans as moving beings. Prerequisites: Minimum grades of C in BIO 233 and BKIN 210.

**353 Exercise Prescription and Cardiac Rehabilitation** 3

This course will focus on developing individualized prescriptive exercise programs with regard to physical assessments, stress and fitness test evaluations and individual contra-indications. The influence of environmental conditions along with frequency, intensity and duration of physical activity will be studied in order to develop programs to improve or maintain high levels of wellness in normal and high risk populations. Prerequisite: Minimum grade of C in BKIN 352 and 3 additional BKIN credits.

**360 Sports Psychology** 3

This course focuses on the importance of mental preparation in sport. It studies psychological assessment methods of sport participation and applications that enhance athletic performance. In examining human behavior within the context of competitive sports, special emphasis is placed on integrating Christian faith. Not open to first-year students. Prerequisite: Minimum grade of C in PSY 100.

**365 Exercise for Special Health Populations** 3

This course will study exercise as a therapeutic regimen for the most prevalent diseases in North America. It will also address how regular physical activity interacts with, and often reverses, pathology. Important interactions between medications and physical activity will also be investigated with students being exposed to the latest research. The synergy of faith and physical activity in the treatment of people with special physical needs and diseases will be explored through personal, spiritual and scientific evidence. Prerequisites: BIO 234, BKIN 352.

**370 Therapeutic Exercise** 4

This course will focus on therapeutic exercise and rehabilitation of orthopedic disease and injury. Lecture, discussions, and practical lab sessions will focus on exercise and rehabilitation techniques prescribed for each body part. It will promote critical thought that integrates therapeutic techniques with kinetic chain theory. This course

is required in the athletic training concentration, and a highly recommended elective for exercise science students in pre-OT/ PT, and physician assistant tracks. Prerequisites: C or above in BIO 234.

**371 Advanced Techniques of Athletic Training I** 4

This upper level course will provide theories and techniques used for the treatment of lower extremity athletic injuries. Skills taught include prevention, recognition, evaluation, treatment, and referral of lower extremity athletic injuries and illnesses. Cognitive, psychomotor, and affective domains of skill acquisition are covered. Skill mastery is obtained through practice, evaluation-feedback, and testing. Prerequisites: BIO 234, BKIN 301.

**372 Advanced Techniques of Athletic Training II** 4

This upper level course will provide theories and techniques used for the treatment of upper extremity athletic injuries. Skills taught include prevention, recognition, evaluation, treatment, and referral of upper extremity athletic injuries and illnesses. Cognitive, psychomotor, and affective domains of skill acquisition are covered. Skill mastery is obtained through practice, evaluation-feedback, and testing. Prerequisites: BIO 234, BKIN 301.

**375 Therapeutic Modalities** 4

The purpose of this course is to present a complete overview of the physical, chemical, and mechanical modalities utilized to treat injuries and illnesses. This will include the components, function, indications and contraindications, and physiological responses of each modality. Critical thinking will be advanced to determine modality type and protocol for individual cases. The legal ramifications of modality usage will also be explored. Students will gain knowledge of pain control theory and how it applies to individuals, and how to incorporate Christian values into the delivery of therapeutic methods. This course is required in the athletic training concentration, and a highly recommended elective for exercise science students in pre-OT/PT, and physician assistant tracks. Prerequisites: C or above in BIO 234.

**395 Field Experience in Exercise Science** 3

This is an introductory fieldwork experience in the design and conduct of preventive and rehabilitative exercise programs. In addition to class work, students will observe and assist in the operation and supervision of an established physical assessment and exercise prescriptive program for at least 35 hours during the semester. Prerequisite: Minimum grade of C in BKIN 352.

**411 Cardiovascular Physiology and Pathophysiology** 3

This course is an extensive study of the structure and function of the cardiovascular system, integrated with the etiology of cardiovascular dysfunction. Other areas covered include diagnostic tools of cardiovascular disease, EKG interpretation, and current treatments. Prerequisites: Minimum grade of C in BIO 233, 234.

**416 Metabolic Interactions** 3

Many people entering a new exercise program, especially one recommended by a physician, are likely to be on medication and seeking weight loss. Many athletes require medication for chronic health problems. With these kinds of complicated metabolic pictures in mind, this course integrates human metabolism with the fuel energetics of exercise, dieting, and pharmacological intervention. The manipulation of carbohydrates, fats, and proteins in the diet, and the effects on human metabolism and exercise performance, will be covered. The course will also encompass cellular and organismal effects of pharmacological agents as they impact pathophysiology and exercise performance. Emphasis will be placed on medications used in adjunctive therapy with exercise. Prerequisites: C or above in BIO 234, BKIN 220, BKIN 352.

**420 Practicum in Athletic Training IV** 2

This practicum introduces students to Division I Athletics. The student trainer is introduced to care of the athlete playing high collision sports; specifically, safety procedures, head and spinal injuries, working with EMT staff, and observation of emergency surgery. The student also integrates all previously learned critical thinking and psychomotor skills to work autonomously, with increased responsibilities and training hours (under the direct supervision of an ACI).

**421 Practicum in Athletic Training V** 2

The student trainer will have full responsibilities for evaluation and determination of treatment and medication dosing of the athletic and non-athletic population. This practicum will take place in a clinical rehabilitation setting. Critical thinking and psychomotor skills are promoted as students evaluate, determine, and prescribe treatment, chart in patients' files, and follow through the rehabilitative process.

**450 Administration of Wellness Programs** 3

Principles and philosophies pertinent to the development of organizational policies and administrative practices in the fields of athletics, physical education, exercise science. Topics include fiscal practices, legal liability, facility development, staff

management and case analysis. Prerequisite: Minimum grade of C in six credits of BKIN courses.

**451 Administration of Athletic Training Programs** 3

This course provides students with a thorough survey of administrative procedures for athletic trainers; the structure of management, public relations, marketing, and operations, operational budget formulation, recruiting staff, legal issues, and management through Christian values. Prerequisite: Minimum grade of C in six credits of BKIN courses.

**495 Internship** 2-12

An independent field experience offering students practical on-site experience within their field of study. Internships can be arranged through staff in existing venues or by the student. Application must be made at least one semester prior to the intended experience. Evaluation is made by on-site mentor(s) and by staff review of student-prepared portfolio.

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## Biology

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Eastern offers a strong program in Biology which prepares students for a variety of careers. Eastern students are accepted into a wide range of medical and graduate programs. The Biology internship program connects students with medical and graduate schools, research and biotechnology companies in the area and offers potential employment. The B.S. major in conjunction with the Education department prepares high school teachers. The B.A. major is designed for students planning to go directly into biology-related careers: lab technologies, public health, health administration, scientific writing, medical sales, missions. The related major in Environmental Studies combines field biology and regulatory policy. Admission to the major: C or better in BIO 151,152, and CHEM 121,122,123,124

### THE MAJOR FOR THE B.S. IN BIOLOGY

<b>BIO 151, 152</b>	General Biology I, II	8
<b>BIO 309</b>	Ecology	4
<b>BIO 310</b>	Animal Physiology	4
<b>BIO 311</b>	Cell Biology	4
<b>BIO 312</b>	Genetics	3
<b>BIO 344</b>	Comparative Molecular Investigations	3
<b>BIO 417</b>	Evolution, Creation and the Organization of Biology	3
<b>BIO</b>	Electives from Biology ( <i>may include CHEM 320, PSY 417</i> )	9
	<i>Subtotal Credit Hours:</i>	<hr/> 38

<i>Additional Science Courses Required:</i>		
<b>CHE 121, 122</b>	General Chemistry I,II	6
<b>CHE 123, 124</b>	General Chemistry Lab I,II	2
<b>CHE 211, 212</b>	Organic Chemistry I,II	6
<b>CHE 213, 214</b>	Organic Chemistry Lab I,II	2

<i>Choose ONE Math course:</i>		
<b>MATH 212</b>	Calculus I	3
<b>MATH 220</b>	Statistics for the Social and Behavioral Sciences	
<i>Subtotal Credit Hours:</i>		<u>19</u>
<i>Total Credit Hours:</i>		<u>57</u>

*Recommended:*

<b>MATH 212</b>	Calculus I
<b>MATH 220</b>	Statistics for the Social and Behavioral Sciences
<b>CHE 320</b>	Biochemistry ( <i>May be taken for major or Chemistry minor</i> )
<b>PHYS 101, 102</b>	Introduction to Physics

*Recommended Schedule:*

**First Year**

BIO 151, 152, CHEM 121, 122, 123, 124\* and core requirements

**Sophomore Year**

BIO 309 or 311; 310 or 312; CHEM 211, 212, 213, 214  
Biology elective, Math requirement

**Junior Year**

BIO 309 or 311; 310 or 312; Biology elective

**Senior Year**

BIO 344, 417; Biology elective

\*Students with Math SAT scores less than 500 should consult their advisors.

**THE MAJOR FOR THE B.A. IN BIOLOGICAL STUDIES**

<b>BIO 151, 152</b>	General Biology I, II	8
<b>BIO 316</b>	Basic Techniques in Biotechnology	3
<b>BIO 344</b>	Comparative Molecular Investigations	3
<b>BIO 417</b>	Evolution, Creation and the Organization of Biology	3
<b>BIO 495</b>	Biology Internship	3
<b>BIO</b>	Biology electives ( <i>May include internship</i> )	13

*Choose THREE of the following:* 11-12

<b>BIO 309</b>	Ecology	
<b>BIO 310</b>	Animal Physiology*	
<b>BIO 311</b>	Cell Biology	
<b>BIO 312</b>	Genetics	
<i>Subtotal Credit Hours:</i>		<u>44-45</u>

<b>CHE 121,2,3,4</b>	General Chemistry I,II, labs	8
<b>MATH 220</b>	Statistics for Social and Behavioral Sciences	3
<i>Subtotal Credit Hours:</i>		<u>11</u>
<i>Total Credit Hours:</i>		<u>55-56</u>

\*BIO 233, 234 may be substituted with BIO 234 counting as a BIO elective.

*Recommended: A minor in another area reflecting a career interest. An internship reflecting a career interest.*

**THE MINOR IN BIOLOGY**

Eighteen hours are required for a biology minor with no more than two courses at the 100-level. Recommended courses for each of three minor areas are listed below.

- Social Science: BIO 103, 151, 233, 234, 312
- Pre-medical: BIO 151, 152, 216, 310, 311, 312, CHE 320
- Environmental: BIO 103, 151, 152, 215, 290, 309, and Au Sable courses

**Core Requirements** • BIO 103 and 104 are specifically designed for the non-major to satisfy the core requirements of integration of faith and discipline. BIO 151, 152 are also suitable, but are focused to meet the needs of biology majors.

**COURSE DESCRIPTIONS**

**103 General Biology: Earth-Keeping** 4

Basic concepts of ecology will be presented in sufficient detail to allow an examination of our environmental problems within an ecological world view. There will be an emphasis on developing stewardship lifestyles. The laboratory will include field studies of terrestrial and aquatic communities and will examine pollution abatement systems. Three hours lecture, two hours laboratory. For non-majors only.

**104 Human Biology** 4

A study of the origin and structure of cells, energy transformation, the structure and function of major organ systems, inheritance, reproduction and development. Emphasis is on human biology. Three hours lecture, two hours laboratory. For non-majors only.

**151, 152 General Biology I, II** 4, 4

For the student interested in majoring or minoring in biology. The course will cover the basic concepts of biology, including the structure and function of cells and organisms, development, genetics, ecology, and the diversity of biological organisms. Both plant and animal systems will be examined. Three hours lecture, three hours laboratory.

**205 General Biology, Elementary Education Emphasis** 4

A study of the major areas of biology that are relevant for teachers at the elementary school level. Topics to be covered include ecosystem, community, and population ecology; human impact on creation; an overview of the five kingdoms; how animals and plants function; cells, tissues and systems; heredity; and evolution/creation. Three hours lecture, two hours laboratory. Required for Elementary Education major. No prerequisites. *Restricted to Elementary Education students.*

**215 Studies in Botany** 3

A course in plant biology which will offer in-depth study in specific areas, such as hormone control, physiology, taxonomy, greenhouse management and food production. All will include extensive laboratory experiences. Prerequisite: Minimum grade of C in BIO 151. Offered upon adequate demand.

**216 Introduction to Microbiology** 4

A study of the classification and biology of microbes and application of microbiological techniques. Three hours lecture, two laboratories, each 1 1/2 hours. The course is intended for biology majors and allied health students. Prerequisite: Minimum grade of C in BIO 151 or 233.

**233 Human Physiology and Anatomy I** 4

The first course of a two-semester sequence which surveys the human as a functioning organism. The first semester will emphasize the musculoskeletal system, nervous system and senses. The laboratory will emphasize human structure and techniques for studying muscle and nerve function. The course is designed for students interested in nursing and other careers not requiring a biology major. It will not count toward a biology major. Three hours lecture, three hours laboratory. Prerequisites: Minimum grade of C in BIO 104 or 152.

**234 Human Physiology and Anatomy II** 4

The second of a two-semester sequence. Emphasis will be on mechanisms of internal homeostasis, i.e., circulation, nutrition, excretion, etc. Course purpose and format are the same as 233. Prerequisite: Minimum grade of C in BIO 233. It will not count toward a biology major.

**290 Tropical Biology** 3

An introduction to tropical biology, surveying the most common ecosystems, important themes in tropical communities and selected issues involving environmental degradation. A scheduled field trip to a tropical region is required; this will generally

occur during Spring Break. Prerequisite: at least one majors biology course or permission of instructor. Offered spring 2005.

**309 Ecology** 4

The principles of ecology with some emphasis on their applications to humans. Field projects and laboratory work complement the theoretical considerations. Three hours lecture, three hours laboratory. Prerequisite: Minimum grade of C in BIO 152 or 103.

**310 Animal Physiology** 4

An inquiry into the physiological basis of life at the molecular, cellular and systems levels. Physiology of multicellular organisms is stressed with an emphasis on human biology and homeostasis. Three hours lecture, three hours laboratory. Prerequisites: Minimum grades of C in BIO 152; CHEM 111 or 121.

**311 Cell Biology** 4

Emphasis will be on the morphology and physiology of the cell. Biological molecules, reactions and cellular energetics will be studied, as well as membranes and the cell surface, cell motility, and cellular synthesis. Lab work will include cell culture, organelle isolation and cytological and biochemical analyses. Three hours lecture, three hours laboratory. Prerequisites: Minimum grades of C in BIO 151, 152, CHEM 122.

**312 Genetics** 3

A survey of genetics, including (1) Mendelian inheritance and variations in chromosomal segregation, (2) molecular and microbial genetics and (3) genetic distribution in populations. Three hours lecture. Prerequisite: Minimum grade of C in BIO 151.

**315 Medical Botany** 3

A survey of "biologically active" plants and the techniques used to study them and develop new medicines. Topics include pharmacokinetics and drug application procedures, cultural concepts of healing, medicinal, allergenic and poisonous effects of plants, plant sources of new anticancer drugs, foods as medicine and some problems in natural products research. Offered fall 2004.

**316 Techniques in Biotechnology** 3

The course will introduce students to a wide range of techniques used in research laboratories. Basic skills will be emphasized with hands-on directed experiences. More advanced techniques may be studied via electronic media.

**320 Environmental Issues** 4

This course builds upon principles established in ecology to examine specific environmental issues. Major issues related to environmental degradation will be covered, including problems of ambiguous data and management choices. Three hours lecture, 3 hours laboratory. Prerequisites: Minimum grades of C in BIO 151, 152, 309. Cross-listed as POS 320. Offered spring 2004.

**344 Comparative Molecular Investigations** 3

The course will be investigative in nature with students working in teams, dealing with specific comparative genetic research, hands-on nucleic acid analysis and computer-assisted analysis of data. Two three-hour lab/seminar periods per week. Prerequisites: Minimum grades of C in BIO 311 or 312.

**417 Evolution, Creation and the Organization of Biology** 3

An advanced course studying the theoretical base of the origin of biological forms. The course discusses the nature of scientific theory, evolution and creation as theories, biological system theory, the mechanisms of population change, fitness and speciation, and the integration of faith and scientific work. Prerequisite: Minimum grades of C in BIO 309, 312 or permission of the instructor. Also a Capstone course.

**420 Environmental Regulations and Policy** 3

See course description for INST 420.

**425 Senior Thesis Literature Review** 2

The first semester of the Senior Thesis involves the selection and approval of a thesis topic; the preparation of a comprehensive literature review; a seminar presentation of one major paper from the literature review; and a final seminar presentation describing the proposed research project and its relationship to the existing literature. A formal written proposal is submitted at the end of the semester.

**426, 427 Senior Thesis Directed Research I, II** 2-4

A research study based on the thesis proposal of Biology 425. An experimental study is conducted, the data analyzed, and a written thesis prepared. A seminar will be presented near the end of the semester. Those students who wish to continue the research for another semester may do so in Biology 427. A second paper and seminar will be required. Prerequisite: Minimum grade of C in BIO 425.

**495 Internship** 2-12

Qualified students will be assisted in obtaining laboratory/research positions in industry or academia. Up to 5 credits can apply to biology elective requirement.

**AU SABLE INSTITUTE PROGRAM**

In addition to on-campus biology courses, Eastern students may take biology courses offered at our field station, Au Sable Institute. Students must have a minimum GPA of 2.5. The courses currently available are listed as follows. For further information and course descriptions, students should consult the Au Sable catalog available in the Registrar's Office and speak to Eastern's faculty representative for Au Sable. Au Sable Institute offers competitive scholarships, but does not qualify for federal and state financial assistance. Professional certification as environmental analyst, land resource analyst, water resource analyst, and naturalist is available.

220	Environmental Science in Stewardship Perspective (Non-Biology majors only — same as Eastern's BIO 103)	4
295	Natural History in Spring (Suitable for non-Biology majors)	4
301	Land Resources	4
302	Water Resources	4
303	Natural Resources Program: Ethnobotany and Ecological Agriculture	4
304	Natural Resources Program: Hazardous Waste Stewardship	4
310	Winter Biology (Suitable for non-Biology majors)	3
311	Field Botany	4
321	Animal Ecology	4
322	Aquatic Biology	4
346	Winter Stream Ecology	4

**Business Programs**

Business courses utilize the teachings of Jesus Christ as the critical foundation for the successful integration of faith and learning. Students who matriculate in the management and marketing majors are led to the discovery of effective and sound business practices that are grounded in the moral and ethical dimensions of a Christian worldview. Graduates will have acquired the necessary knowledge and skills to obtain responsible positions within the for-profit and nonprofit business sectors. Graduates will also possess the necessary foundation to continue their studies at the graduate level. Admission to the majors requires a C or better in ACCT 107, BUSA 102 and ECON 203.

**THE MAJOR FOR THE B.S. IN MANAGEMENT**

ACCT 107, 108	Principles of Accounting	6
BUSA 102	Business as a Profession	3
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 221	Business Statistics	3
BUSA 306	International Management	3
BUSA 311	Business Ethics and Leadership	3
BUSA 321	Operations Management	3
BUSA 340	Human Resources Management	3
BUSA 390	Organizational Management	3
BUSA 470	Management Information Systems	3
BUSA 480	Business Strategy and Policy	3
BUSA 491	Integrative Business Practices 1	3
BUSA 492	Integrative Business Practices 2	3
COM 120	Public Speaking	3
CSC 150	Problem Solving with Computers	3
ECON 203, 204	Principles of Economics	6
FIN360	Business Finance	3
	<i>Total Credit Hours:</i>	<u>60</u>

**THE MAJOR FOR THE B.S. IN MANAGEMENT WITH A CONCENTRATION IN INFORMATION TECHNOLOGY**

ACCT 107, 108	Principles of Accounting I, II	6
BUSA 102	Business as a Profession	3
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 212	IT Applications in Electronic Commerce	3
BUSA 221	Business Statistics	3
BUSA 306	International Management	3
BUSA 311	Business Ethics and Leadership	3
BUSA 321	Operations Management	3
BUSA 480	Business Strategy and Policy	3
COM 120	Public Speaking	3
ECON 203, 204	Principles of Economics	6
FIN 360	Business Finance	3
INFO 100	Web Development Fundamentals	3
INFO 120	Database Management Systems	2
INFO 150	Networking Fundamentals	2
INFO 200	Introduction to Programming using Java	3
INFO 300	Project Management	2
INFO 320	Emerging Technologies	2
INFO 470	Information Technologies Management <i>or</i>	2
BUSA 470	Management Information Systems	3
	<i>Total Credit Hours:</i>	<u>61-62</u>

*Recommended:*

BUSA 385	Field Experience in Information Technology	1, 2 or 3
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**THE MAJOR FOR THE B.A. IN MARKETING**

ACCT 107, 108	Principles of Accounting	6
BUSA 102	Business as a Profession	3
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 221	Business Statistics	3
BUSA 302	Marketing Research	3
BUSA 303	Consumer Behavior	3
BUSA 305	Principles of Sales Management	3
BUSA 306	International Management	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 370	International Marketing	3
BUSA 402	Strategic Internet Marketing	3
BUSA 480	Business Strategy and Policy	3
COM 120	Public Speaking	3
CSC 150	Problem Solving with Computers	3
ECON 203, 204	Principles of Economics	6
FIN 360	Business Finance	3
	<i>Total Credit Hours:</i>	<u>60</u>

**THE MINOR IN INFORMATION TECHNOLOGY**

Eighteen credit hours in any combination of the following eleven (sets) of courses. Information Technology is the application of computer technology to the management, presentation, distribution and storage of electronic information. Information Technology should not be confused with computer science, which is based in mathematics and programming languages.

ACCT 470	E-Commerce and Advanced A.I.S.	3
BUSA 212	IT Applications in Electronic Commerce	3
BUSA 385	Field Experience in Information Technology	1, 2 or 3
INFO 100	Web Development Fundamentals <i>or</i>	
CSC 150	Problem Solving with Computers	3
CSC 200	Introduction to Computer Programming	3
INFO 120	Database Management Systems	2
INFO 150	Networking Fundamentals	2
INFO 200	Introduction to Programming using Java	3
INFO 300	Project Management	2
INFO 320	Emerging Technologies	2
INFO 470	Information Technology Management <i>or</i>	2
BUSA 470	Management Information Systems	3

**THE MINOR IN MANAGEMENT**

Eighteen hours to include BUSA 206, 311, 340, 390 and TWO BUSA electives.

## THE MINOR IN MARKETING

Eighteen hours to include BUSA 202, 302, 303, 311 plus TWO courses from BUSA 305, 402, COM 320 or 325.

### BUSINESS COURSE DESCRIPTIONS

#### 102 Business as a Profession 3

This course will examine a career in Business as a calling from God, and what the differences are that such a calling makes in a young Christian business leader's role in the new global economy. Activities will include classical and current readings, career research, journaling, field trips, guest speakers and simulations, and will culminate in each student writing a self-exploratory paper reflecting on his/her personal career calling, eventual success goals and motivation. This course should be taken as either a first-year or sophomore student, and is one of three required for entrance into any of the majors within the Department of Business.

#### 202 Principles of Marketing 3

Basic principles and practices involved in the distribution of goods and services, market surveys, advertising and salesmanship. No prerequisites.

#### 206 Principles of Management and Leadership 3

Planning, organizing, directing, coordinating and controlling the activities of the administrative unit; evolution of management thinking.

#### 212 IT Applications in E-Commerce 3

Involves the integration of all information systems with every department and process within the corporate enterprise. Using a case studies and team-based approach, students consider sales force automation, customer services, marketing, finance and operations as they relate to digital solutions and opportunities. Integration topics include: organizational alignment for e-commerce; ROI analysis of e-commerce; diagnostic tools; sales and channel transformation to an e-commerce environment; change management; connected enterprise architecture; best practices and lessons learned. The course will also address the evolving legal environment of e-commerce. Legal topics will include: authentication and signatures; content and copyrighting on the web; privacy; global guidelines for international transactions; different governing agents on intranets/extranets; and collecting personal data on-line. Prerequisite: INFO 100.

#### 221 Business Statistics 3

Introduction to statistical techniques used in business to include: data collection, sampling, descriptive

statistics, inferential statistics, regression analysis, forecasting. Prerequisite: Fulfillment of Math entrance requirement.

#### 240 Strategic Marketing for Nonprofit Organizations 3

Marketing has become an important management tool in nonprofit organizations. This course will give students the opportunity to analyze appropriate marketing models and trends and apply them to nonprofits in which they work or to which they contribute.

#### 280 Labor-Management Relations 3

Involves an in-depth study of the relationships between labor and management in a unionized environment. The course will address the organization of unions, the collective bargaining process, and methods of dispute resolution such as mediation and arbitration. Prerequisite: Minimum grade of C in BUSA 206.

#### 302 Marketing Research 3

Analysis of the principal internal and external procedures used in collecting, processing and evaluating both quantitative and qualitative data. Students will also apply research design and management of information for decision making.

#### 303 Consumer Behavior 3

Course examines the relationship between buyer behavior and marketing decision making. Students will develop an awareness of various aspects of consumer motivation and behavior, including social, cultural, psychological, business and environmental influences. Prerequisite: Minimum grade of C in BUSA 202.

#### 305 Principles of Sales Management 3

Principles underlying the sales process and practical application of these principles to selling institutions. Emphasis on essential qualities, right mental attitudes and necessary emotional control, as well as good selling skills necessary to sell self, services and products. Prerequisite: Minimum grade of C in BUSA 202.

#### 306 International Management 3

This course is designed to prepare students to understand issues related to international management practices. Students will examine various countries and regional trading blocks and their absolute and comparative advantages, some of their inherent competitive weaknesses, and the recruiting, hiring and training of local and expatriate managerial talent necessary for the organization to be successful. Other topics include an overview of some of the strategies necessary to

develop long-term relationships within foreign business cultures, and the necessity that multinational organizations understand and adjust to some of the cultural differences of the countries in which they operate, while simultaneously maintaining consistency in their corporate culture and values. This course will use a combination of theory, guiding principles and best practices, simulations and personal experiences to communicate lessons in global management.

### **308 Entrepreneurship 3**

This course is designed for the prospective small business entrepreneur as well as for persons operating small firms and wishing to improve their operations. It emphasizes pragmatism. The advantages and disadvantages of small business ownership, including franchising, will be studied. The more classic areas of basic economics, accounting, management and marketing will also be addressed in relationship to the smaller business enterprise. Prerequisites: Minimum grades of C in BUSA 206, 202, ACCT 108.

### **310 Leadership 3**

Leadership is a consideration of what it means to be a leader, what skills and qualities are possessed by leaders, and what in particular it means to be a leader who is Christian. The course will survey important theories of leadership and how they apply to the emerging Christian leader. Class activities will allow students to develop an appreciation of their own leadership styles and those of others. Prerequisite: Permission of the instructor.

### **311 Business Ethics and Leadership 3**

The course explores contemporary ethical dilemmas facing business persons for the purpose of developing analytical skills and discernment in ethical decision making and policy formation. Following a consideration of various theories of morality, the course utilizes the case method to highlight the relationship between specific normative decisions and broader philosophical/theological issues relating to moral theory. Specific topics to be discussed include corporate social responsibility, governmental regulation of the private sector, the use of cost-benefit analysis in policy formation, consumer protection, ethical issues in personnel management, discrimination, whistle-blowing, hostile corporate takeovers, ethical issues in advertising, and socially responsible investing. Special attention will be devoted to ways in which the Christian faith informs the motivation and structure of ethical decisions. Prerequisite: Junior standing.

### **312 Urban Planning and Strategies 3**

Discussion and analysis of current urban problems, especially inner city, and of forces responsible for urban and regional growth. An historical perspective on the planning profession and the planning approach to urban phenomena will be reviewed. Issues to be considered within the matrix of planning: affordable housing, blight, public transit, community-based development, public policy, crime, and redevelopment of open space. Prerequisite: Junior standing.

### **314 Community Organizing 3**

Analysis of the environment of a community-based organization, including how political, economic, religious and social systems affect that organization. Also, consideration of the historicity of an organization and effective methods of community organizing. Prerequisite: Junior standing.

### **315 Housing and Economic Development 3**

Discussion and analysis of contemporary urban issues, especially inner city, as regards development of affordable housing. Review of historical perspective on building as a profession and the building process. Issues considered within matrix of affordable housing will include crime and blight, infrastructure and utilities, labor unions and public policy, historic preservation and gentrification, and community-based development. Prerequisite: Junior standing.

### **316 Nonprofit Organization Development and Management 3**

A consideration of components necessary for starting and managing a nonprofit corporation including fundraising, tax-exempt status, leadership development and ethical issues. Prerequisite: Junior standing.

### **321 Operations Management 3**

Survey of the functions and problems of service and production operations. Course includes analysis of the problems and practice of production systems design, production planning and scheduling, materials planning and procurement, capacity and quality control. Prerequisites: Minimum grades of C in BUSA 206, 221, ECON 203, 204.

### **340 Human Resources Management 3**

Policies and methods of obtaining and developing an efficient work force, including human resources planning, recruitment, selection, placement, development, performance evaluation, compensation practices and safety, benefits administration. Prerequisite: Minimum grade of C in BUSA 206.



**345 Issues in Human Resources** 3

Course will present the latest developments and issues in the field of human resources management. Through readings, lectures, discussions and case studies, students will be exposed to such relevant topics as downsizing, change management, sexual harassment, affirmative action, legal issues, negotiation and compensation and benefit programs. Prerequisite: Minimum grade of C in COM 360. School of Professional Studies only.

**350 Business Law** 3

Law of business environment, contracts and legal controls operative in the business community. Offered in the fall. No prerequisites.

**370 International Marketing** 3

A blend of theory and application concerning international marketing strategy. The importance of environmental factors is emphasized. Analyses of product, distribution, promotional and pricing strategies are included. Prerequisite: Minimum grade of C in BUSA 202.

**390 Organizational Behavior** 3

The behavioral aspects of management are examined at the micro and macro levels. Specific areas of concern such as work force motivation, decision making, leadership and conflict resolution are studied both theoretically and experientially. Prerequisite: Minimum grade of C in BUSA 206.

**402 Strategic Internet Marketing** 3

E-marketing is traditional marketing using electronic methods. This course will examine the changing technological environment and equip the student with the skills necessary to recognize, embrace, and facilitate change and opportunity in the e-marketing field. The course focuses on cutting-edge business models that generate revenue while delivering customer value. The practice of social responsibility and ethics in marketing will be examined from the Christian perspective.

**430 Investment Management** 3

The basic principles underlying individual and institutional investment decisions are explored. The structure and operations of the stock exchanges as well as the functions of securities dealers and brokers are presented, together with a detailed examination of the various types of stocks and bonds. Portfolio management problems are considered. Prerequisites: Minimum grades of C in BUSA 221, FIN 360.

**470 Management Information Systems** 3

An examination of information systems used to enable business decision makers to make the best decisions possible. Areas emphasized will include

system design, system analysis and system implementation. Students should be familiar with computer functions and all functional areas of business. Prerequisites: Minimum grades of C in ACCT 108, BUSA 206, 202, FIN 360.

**480 Business Strategy and Policy** 3

An exploration of strategic planning through an intensive use of case studies and computer simulations. The course requires the graduating business major to analyze specific organizations and their environments and develop logical alternative strategies. The result is that each student integrates the material from all other business and related courses in preparing rigorous written and verbal analyses and arguments. Prerequisites: Minimum grade of C in FIN 360 and senior business, accounting or economics concentration major.

**491, 492 Integrative Practices** 3, 3

These courses are expected to be the culmination of the work of the management major and will lead the student to utilize research, critical thinking, comprehensive writing, and demonstrated business skills in a final project. This two-course sequence, taken in successive time slots during the senior spring semester, involves the cooperative efforts of most of the management faculty to supervise and critique the final work of each student. The student assembles an entrepreneurial or intrapreneurial business, change plan, or acts as a consultant to a real or fictitious company in helping to identify and solve a major business problem or need.

**495 Internship** 2-12

Supervised experience and training in a business firm, designed to demonstrate the application of the principles learned in the classroom to actual business situations. Assignments will cover various aspects of a business firm, including where feasible: the general organization of the business, accounting, use of computers, flow of orders, and methods of marketing.

**INFORMATION TECHNOLOGY COURSE DESCRIPTIONS****100 Web Development Fundamentals [lab]** 3

This hands-on course introduces students to the fundamentals of building websites. Topics in this course include: History of the World Wide Web, HTML, including fundamental element sets, tables, frames, and forms; Cascading Style Sheets; HTTP; CGI; JavaScript; Java applets and an introduction to XML. Lab fee.

### 120 Database Management Systems 3

This foundation course examines different database architecture [relational, hierarchic and network] options and corresponding design/functionality. Topics include: data modeling, database objects, data relationships, SQL, data structure and reporting.

### 150 Networking Fundamentals 2

This course covers the fundamentals of communication between systems and networks from mainframes to client/server to web-enabled models. Topics include: history of data transmission, communication standards, protocols including TCP/IP, reference models (OSI, TCP/IP), network architectures, and the current communication solutions in industry.

### 200 Introduction to Programming Using Java [lab] 3

This course introduces students with no prior programming exposure to programming concepts, design and structure via the Java programming language. Topics include: objects, classes, arrays, data types, attributes, variables, operations, methods, classes, expressions, recursion, strings and loops. Lab fee.

### 300 Project Management 2

This foundation course explores the best practices of technical project management using a case study approach. Topics in this course include: milestones, requirements and communication paths, metric tools, building business requirements into project development, the project management model and project life cycle, sequential and situational project management models, baselines, project definition and ongoing planning, management and analysis. Prerequisite: INFO 120 and 150.

### 320 Emerging Technologies for Managers 2

This survey course first quickly reviews application, systems, and network fundamentals. Then, the course takes a survey approach to the latest innovations in each of those segments and exposes IT managers to the latest challenges and vendor solutions. The course focuses on interdisciplinary and business views - approaching each development with the, "what's it going to cost me and what does it get me" pragmatic approach. Prerequisite: INFO 100.

### 470 Information Technology Management 2

This foundation course reviews the history of network communication and looks at the future. Topics include: communication standards and protocols such as Ethernet, Gigabit Ethernet,

Wireless Ethernet, TCP/IP/UDP; network architecture and applications; security; TCO analysis; and emerging enterprise-wide communication challenges and solutions. It also considers common intranet frameworks for business applications. Prerequisite: INFO 120 and 150.

## Chemistry

The chemistry and biochemistry tracks prepare students to enter the chemical industry or graduate study and provide excellent preparation for professional work in medicine, law and other areas. A student who plans to teach chemistry in a secondary school should consult with the Education Department regarding the five-year Master's program.

Application for formal admission to the major is made to the Chemistry Department during the sophomore year. Chemistry and Biochemistry majors are expected to join the American Chemical Society Student Affiliate chapter on campus.

### THE MAJOR FOR THE B.S. IN CHEMISTRY

CHE 121, 122	General Chemistry I, II	6
CHE 123, 124	General Chemistry Lab I, II	2
CHE 211, 212	Organic Chemistry I, II	6
CHE 213, 214	Organic Chemistry Lab I, II	2
CHE 231	Quantitative Analysis	4
CHE 311	Introductory Quantum Chemistry, Physical Chemistry	4
CHE 312	Thermodynamics and Kinetics, Physical Chemistry	4
CHE 405	Instrumental Analysis	4
CHE 420	Chemical Research <i>or</i>	
CHE 495	Internship	5
CHE 425	Project Presentation	1
CHE 450	Chemistry Seminar	1

Choose TWO of the following:

CHE 320	Biochemistry	
CHE 322	Environmental Chemistry	
CHE 330	Special Topics	
CHE 340	Macromolecules	
CHE 350	Advanced Inorganic Chemistry	
CHE 360	Advanced Organic Chemistry	
<i>Subtotal Credit Hours:</i>		<i>45-47</i>

Other Required Courses:

MATH 212, 213	Calculus I, II	6
PHI 200, 211, or 320		3
PHYS 101, 102	Introduction to Physics I, II	8
<i>Subtotal Credit Hours:</i>		<i>17</i>
<i>Total Credit Hours:</i>		<i>62-64</i>

Recommended for Graduate School preparation:

<b>MATH 214</b>	Calculus III	
<b>MATH 300</b>	Differential Equations	

Required for Secondary Certification:

<b>CHE 115</b>	Hands-On Chemistry for Children	2
<b>CHE 304</b>	Chemistry Laboratory Management	1
<b>CHE 320</b>	Biochemistry	4

Recommended Schedule:

First Year:

CHE 121, 122, 123, 124, MATH 212 & core requirements

Sophomore Year:

CHE 211, 212, 213, 214; PHYS 101, 102, MATH 213, 214

Junior Year:

CHE 311, 312 or CHE 231 and elective

### THE MAJOR FOR THE B.A. IN BIOCHEMISTRY

Biology:

<b>BIO 151, 152</b>	General Biology I, II	8
<b>BIO 311</b>	Cell Biology	4
<b>BIO 312</b>	Genetics	3

Chemistry:

<b>CHE 121, 122</b>	General Chemistry I, II	6
<b>CHE 123, 124</b>	General Chemistry Lab I, II	2
<b>CHE 211, 212</b>	Organic Chemistry I, II	6
<b>CHE 213, 214</b>	Organic Chemistry Lab I, II	2
<b>CHE 312</b>	Thermodynamics and Kinetics, Physical Chemistry	4
<b>CHE 320</b>	Biochemistry	4
<b>CHE 340</b>	Macromolecules	3
<b>CHE 425</b>	Project Presentation	1
	<i>Subtotal Credit Hours:</i>	<u>43</u>

Choose ONE of the following:

<b>BIO 216</b>	Microbiology	
<b>BIO 310</b>	Animal Physiology	
<b>CHE 311</b>	Introductory Quantum Chemistry	
<b>CHE 360</b>	Advanced Organic Chemistry	
<b>CHE 405</b>	Instrumental Analysis	

Choose FIVE hours of Research/Internship from one or a combination of the following:

<b>BIO 344</b>	Comparative Molecular Investigations	
<b>CHE 420</b>	Chemical Research	
<b>CHE 495</b>	Internship	
	<i>Subtotal Credit Hours:</i>	<u>8-9</u>

Other Required Courses:

<b>PHYS 101, 102</b>	Physics I, II	8
<b>MATH 212</b>	Calculus I	3
	<i>Subtotal Credit Hours:</i>	<u>11</u>
	<i>Total Credit Hours:</i>	<u>62-63</u>

### THE MINOR IN CHEMISTRY:

Ten hours of chemistry beyond 121, 122, 123, 124.

### COURSE DESCRIPTIONS

#### 111 Chemistry and the Environment 3

This is an introductory chemistry course for the liberal arts student. Major concepts of modern chemistry are investigated in the context of their relevance to current environmental issues including air pollution, ozone depletion, global warming, society's energy sources, water pollution and acid rain. Chemical topics include properties and states of matter, atomic structure and bonding, stoichiometry, spectroscopy, thermodynamics, nuclear reactions, electrochemistry, solutions, and acids and bases. CHE 113 recommended concurrently. For non-science majors or as preparation for CHE 121.

#### 113 Chem and the Environment Lab 1

Experiments illustrating principles and applications introduced in CHE 111. CHE 111 may be taken prior to or concurrently with CHE 113.

#### 115 Hands-On Chemistry for Children 2

A skills course designed for the education major or youth worker who will develop and lead hands-on chemistry activities at the elementary school level. Understanding and communicating basic and practical chemical ideas with a constructivist approach will be stressed. Students are encouraged to perform field work in under-served minority communities. One hour lecture, two hours laboratory or field work. Prerequisite: Minimum grade of C in BIO 205 or permission of instructor. Offered fall 2003.

#### 121 General Chemistry I 3

Intensive introduction to the composition of matter, models for atomic structure and bonding, periodicity of elements, stoichiometry, states of matter, solutions and organic chemistry. Prerequisites: a high school background in chemistry with a grade of B- or better or minimum grade of C in CHE 111. Recommended Math SAT of 500. Three hours lecture. CHE 123 must be taken concurrently. For science majors.

#### 122 General Chemistry II 3

Explorations of thermodynamics, equilibria, acid-base theory, electrochemistry, kinetics, inorganic and nuclear chemistry. Prerequisite: Minimum grade of C in CHE 121. Three hours lecture. CHE 124 to be taken concurrently.

#### 123, 124 General Chemistry Laboratory I, II 1, 1

Experiments are performed to introduce or illustrate the concepts studied in CHE 121 and 122. Emphasis is placed on careful recording of data and observations. CHE 124 includes a brief

introduction to the principles of qualitative analysis and computer-interfaced data collection. CHE 121 must be taken prior to or concurrently with CHE 123 and CHE 122 must be taken prior to or concurrently with CHE 124. Minimum grade of C in CHE 123 is prerequisite to CHE 124. Three hours laboratory.

### **211 Organic Chemistry I** 3

This course introduces the student to the terminology, symbolism and logic that are needed to understand and solve organic chemistry problems involving nomenclature, functional group reactions, synthesis, mechanisms, and nuclear magnetic resonance. This includes the introduction to 3-D structure, a survey of functional groups, alkanes, alkenes, alkynes, alkyl halides, stereochemistry, and introductory problems in synthesis, reaction mechanisms, and NMR. Three hours lecture. Prerequisite: Minimum grade of C in CHE 122. CHE 213 must be taken concurrently.

### **212 Organic Chemistry II** 3

This course reinforces concepts from CHE 211 and equips the student with the ability to solve organic chemistry problems involving nomenclature, functional group reactions, stereoselective synthesis, mechanisms, and structure proofs through the interpretation of mass, infrared, ultraviolet, and nuclear magnetic resonance spectra. This includes an introduction to the chemistry of the following functional groups: aromatic rings, alcohols, thiols, ethers, epoxides, sulfides, amines, and common carbonyl compounds. Three hours lecture. Prerequisite: Minimum grade of C in CHE 211. CHE 214 must be taken concurrently.

### **213 Organic Chemistry Laboratory Techniques I** 1

This laboratory course introduces basic organic chemistry lab techniques such as recrystallization, extraction, chromatography (thin layer, column, & gas), distillation, and filtration in the context of synthesizing organic compounds and isolating natural products. NMR spectroscopy is introduced and students learn to operate an NMR spectrometer and interpret spectra. Three and one-half hours laboratory. CHE 211 must be taken concurrently.

### **214 Organic Chemistry Laboratory: Techniques & Multi-Step Synthesis** 3

As a continuation of CHE 213, this laboratory course equips the student with synthetic experience at an intermediate level while incorporating topics from the lecture course (CHE 212) such as stereochemistry, stereoselectivity, functional group transformations, protecting groups, proton

NMR, GC and FT-IR spectroscopy, and multi-step synthesis. Three and one-half hours laboratory. Prerequisite: Minimum grade of C in CHE 213. CHE 212 must be taken concurrently.

### **231 Quantitative Analysis** 4

A study of the theory and practice of commonly used classical analytic techniques. Lecture material includes: statistics and evaluation of analytical data; theory of simple and complex equilibria; theory of acid-base, precipitation, redox, and complexation reactions and titrations; analytical electrochemistry; spectrophotometry; and the use of separation techniques in analysis. Laboratory experiments provide opportunity to apply theory in everyday situations. Three hours lecture, three hours laboratory. Prerequisites: Minimum grades of C in CHE 122, 124. Offered in fall.

### **304 Chemistry Laboratory Management** 1

Course primarily for secondary education majors desiring certification in chemistry but also useful for students preparing for work in industry. Under faculty supervision students will design, instruct and grade a chemistry laboratory section. Responsibilities will also include stock room management, inventory, waste disposal, safety training and ordering of supplies. May be combined with work-study scholarship. Six hours per week. Prerequisites: junior class standing and permission of department.

### **311 Introductory Quantum Chemistry, Physical Chemistry** 4

Introductory quantum mechanics and its application to atoms, bonding and fundamental theory of spectroscopy. Statistical thermodynamics is introduced as the link between quantum theory and thermodynamics. Laboratory includes use of computer for molecular modeling and programming. Prerequisites: Minimum grades of C in CHE 122; PHYS 102; MATH 213. Three hours lecture; 3 hours laboratory. Offered in fall.

### **312 Thermodynamics and Kinetics, Physical Chemistry** 4

Thermodynamics as applied to the gas phase, chemical equilibria, changes of state and electrochemistry. Chemical kinetics and reaction dynamics are examined. Prerequisites: Minimum grades of C in CHE 122, PHYS 102, MATH 212. Three hours lecture, 4 hours laboratory. Offered in spring.

### **320 Biochemistry** 4

This introductory biochemistry course focuses on molecular structure, structure-function correlations, mechanisms, and roles of amino acids, proteins, enzymes, nucleic acids, lipids, and

carbohydrates in the chemistry of cells, while incorporating discussions of the processes of membrane dynamics, enzyme catalysis, metabolism, and bioenergetics. A weekly lab provides training with chromatography, HPLC, gel electrophoresis, Western Blot, and restriction enzyme techniques for isolating, purifying and/or characterizing proteins or nucleic acids. Three hours lecture; three and one-half hours laboratory per week. Prerequisite: Minimum grade of C in CHE 212. BIO 151 is recommended. Offered in spring.

**322 Environmental Chemistry** 4  
Au Sable Institute. (See Off-Campus Programs)

**340 Macromolecules** 3  
An advanced course describing structure, synthesis, properties and structure-function correlations of biomolecules, with emphasis on proteins and nucleic acids. Prerequisite: Minimum grade of C in CHE 320. Three hours lecture. Offered fall 2003.

**350 Advanced Inorganic Chemistry** 3  
An advanced level course with emphasis on bonding theories, inorganic reactions and structures. Emphasis will be placed upon symmetry, isomerism, properties and reactions of coordination compounds. Prerequisite or corequisite: Minimum grade of C in CHE 311 or permission of department.

**360 Advanced Organic Chemistry** 3  
This course is primarily a lecture and problem-solving course, which builds upon the first year of organic chemistry to prepare the student for employment in the field of chemistry or for graduate school. The curriculum is divided between advanced topics in three areas of organic chemistry: 1) mechanistic theory; 2) synthesis; and 3) interpretations of spectra. The course is composed of a series of lectures, guided problem sets, projects, and exams that equip the student to rationalize novel reactions with mechanistic logic, design advanced multi-step syntheses of target molecules, and identify unknowns from  $^{13}\text{C}/^1\text{H}$  NMR, UV, IR, Raman, and mass spectral data. Prerequisite: C or better in CHE 212. Offered fall 2003 and 2005.

**405 Instrumental Analysis** 4  
Lectures involve the study of the theory, design and operation of analytic instrumentation common to modern laboratories in industry and research. Lab work provides hands-on experience in sample preparation and operation of such instruments as UV/VIS, FT-IR, AAS, NMR, GC and HPLC. Computerized data acquisition and manipulation is included through the use of interfaced data stations. Two-three hours lecture, 4-5

hours laboratory. Prerequisite: Minimum grade of C in CHE 212. Offered in spring.

**420 Chemical Research** 2-5  
The student will perform an original chemical or biochemical research project, designed and supervised by a research advisor. The student will conduct a comprehensive literature search, perform the original laboratory and/or computational work, manage the overall project, and keep a laboratory notebook. A minimum time commitment of three laboratory hours per week is expected for each credit hour. Graded P/F. The research may be performed at Eastern University or at an approved research program off campus. There is no tuition charge either for overload credit or for summer work. May be taken more than once. Prerequisite: permission of the department. CHE 425 is designed to follow 420.

**425 Project Presentation** 1  
Results of an original research or internship project completed in CHE 420 or 495 are presented by the student in the form of a seminar and a journal-formatted paper. The course is designed to improve the student's ability to communicate scientific results orally and in writing. There is no tuition charge either for overload credit or for summer work. Prerequisite: completion of CHE 420 or 495.

**450 Chemistry Seminar** 1  
Students in this seminar course gain familiarity with the primary chemical literature by learning to perform on-line CAS subject and structure literature searches at the introductory level using STN. Each student conducts a literature search on a current topic of interest and prepares a written review paper and oral seminar. In addition, class discussions include issues involving the integration of science with the Christian faith. One-hour seminar. Prerequisites: Chemistry or biochemistry major, junior class standing.

**495 Internship** 2-12  
Students may do chemical laboratory work in local companies. Work will be evaluated by both company supervisor and Eastern University faculty member. A literature research paper dealing with a process, procedure or topic during the cooperative experience will be submitted at the completion of the experience, along with an oral presentation. Hours credit will be determined by the department. Prerequisites: Junior or senior status and permission of the department. CHE 425 is designed to follow CHE 495.

## Communication Studies

With the Communication Studies major, a student may choose in one of six concentrations: relational communication, organizational communication (with either an organizational focus or a public relations focus), media, theory, dance or theatre. Each concentration allows the student to focus on a unique aspect of the communication or performance discipline, while concomitantly learning the foundation of the field.

### THE MAJOR FOR THE B.A. IN COMMUNICATION STUDIES

*Core Major Courses (required of all concentrations)*

COM 101	Introduction to Communication	3
COM 105	Introduction to Mass Media	3
COM 120	Public Speaking	3
COM 260	Communicating Across Cultures	3
COM 405	Media Theory and Criticism <i>or</i>	
COM 410	Communication Theory <i>or</i>	
THR 411	Performance Theory	3
COM 411	Senior Seminar	3
<i>Subtotal Credit Hours:</i>		<u>18</u>

### RELATIONAL CONCENTRATION

COM 201	Interpersonal Communication	3
COM 203	Group Communication and Leadership	3
COM 222	Analysis of Argument and Discourse	3
COM 340	Conflict Management and Mediation	3
COM 350	Communication Across Difference: Gender and Generation	3
COM 380	Research Methods*	3
<i>Subtotal Credit Hours:</i>		<u>18</u>

*Choose FOUR Communication Electives*

<i>Subtotal Credit Hours:</i>	<u>12</u>
<i>Total Credit Hours:</i>	<u>48</u>

### ORGANIZATIONAL CONCENTRATION

Students are advised to focus in one area of the organizational concentration, either organizational communication or public relations.

#### Organizational Communication Focus

COM 201	Interpersonal Communication	3
COM 203	Group Communication and Leadership	3
COM 222	Analysis of Argument and Discourse	3
COM 303	Organizational Communication	3
COM 340	Conflict Management and Mediation	3
COM 380	Research Methods*	3
<i>Subtotal Credit Hours:</i>		<u>18</u>

*Choose FOUR Communication Electives*

<i>Subtotal Credit Hours:</i>	<u>12</u>
<i>Total Credit Hours:</i>	<u>48</u>

### Public Relations Focus

ENG 200	Journalism	3
COM 221	Public Relations	3
COM 222	Analysis of Argument and Discourse	3
COM 240	Persuasion	3
COM 321	Public Relations Case Studies	3
<i>Subtotal Credit Hours:</i>		<u>15</u>

*Choose FIVE Communication Electives*

<i>Subtotal Credit Hours:</i>	<u>15</u>
<i>Total Credit Hours:</i>	<u>48</u>

### MEDIA CONCENTRATION

ENG 200	Applied Journalism <i>or</i>	
COM 237	Introduction to Documentary Production	3
COM 222	Analysis of Argument and Discourse	3
COM 325	Advertising <i>or</i>	
ENG 345	Advanced Journalism	3
COM 220	The Art of Media	3
COM 255	Communication and Technology	3
COM 322	Images in Media	3
COM 380	Research Methods*	3
<i>Subtotal Credit Hours:</i>		<u>21</u>

*Choose THREE Communication Electives*

<i>Subtotal Credit Hours:</i>	<u>9</u>
<i>Total Credit Hours:</i>	<u>48</u>

### THEORY CONCENTRATION

COM 201	Interpersonal Communication	3
COM 222	Analysis of Argument and Discourse	3
COM 240	Persuasion	3
COM 300	Rhetorical Criticism	3
COM 350	Communication Across Difference: Gender and Generation	3
COM 370	Political Communication	3
COM 380	Research Methods*	3
<i>Subtotal Credit Hours:</i>		<u>21</u>

*Choose THREE Communication Electives*

<i>Subtotal Credit Hours:</i>	<u>9</u>
<i>Total Credit Hours:</i>	<u>48</u>

\*COM380 Research Methods – For students who have majors or minors in Psychology or Sociology, a research methods course from those disciplines will meet the communication requirement.

## DANCE CONCENTRATION

DAN 231	Intermediate Modern Dance: Theory and Technique	2
DAN 232	Intermediate Jazz Dance: Theory and Technique	2
DAN 233	Liturgical Dance History and Practice	3
DAN 234	Intermediate Ballet Dance: Theory and Technique	2
DAN 250	Modern Dance History	3
DAN 340	Dance Repertory	2
DAN 345	Methods and Techniques of Dance Instruction	3
DAN 386	Dance Composition	3
DAN 495	Internship	3
	Advanced Writing Course	3
	Electives in Dance	4
	<i>Subtotal Credit Hours:</i>	<u>30</u>
	<i>Total Credit Hours:</i>	<u>48</u>

## THEATRE CONCENTRATION

COM 220	Art of Media	3
THR 135	Acting I	3
THR 150	Performance Production I	1
THR 151	Basic Stage Craft and Design	3
THR 202	The Active Voice: Voice and Speech for Performance	3
THR 204	Introduction to Theatre	3
THR 250	Performance Production II	2
THR 308	Directing I	3
THR 318	Advanced Acting/Directing <i>or</i>	
THR 335	Acting II <i>or</i>	
THR 351	Advanced Stage Craft	3
THR 495	Internship	3
	Advanced Writing Course	3
	<i>Subtotal Credit Hours:</i>	<u>30</u>
	<i>Total Credit Hours:</i>	<u>48</u>

## THE MINOR IN COMMUNICATION

Eighteen hours in Communication including COM 120, 201, 260 with up to 6 hours in advanced English writing or literature courses being acceptable.

## COMMUNICATION COURSE DESCRIPTIONS

### 101 Introduction to Communication 3

An introduction to the study of human communication. The nature of communication, how it works and the role it plays in human social relations is introduced and applied to the major contexts of communication: interpersonal, small group, presentational speaking, organizations, mass media and cross-cultural.

### 105 Introduction to Mass Media 3

This course examines media institutions, the media products they produce, and their impact on a society or culture. Students will gain an understanding of the complex and interrelated nature of the mass media and explore the issues concerning the effect of media content on social or cultural values and actions.

### 120 Public Speaking 3

A first course in speaking to entertain, inform and persuade. Course includes preparation, organization and delivery of speeches and uses informal low-key approach designed to reduce performance anxiety. No previous public speaking necessary.

### 201 Interpersonal Communication 3

This course presents the theories, skills, and competencies required to establish and support healthy ongoing interpersonal relationships.

### 203 Group Communication and Leadership 3

The focus of this course is on the theories and skills related to the initiation, development and effective conduct of task-focused small groups. The theory and skills of leadership appropriate to small task groups is also emphasized. Prerequisite: COM101 Introduction to Communication.

### 206 Listening and Nonverbal Communication 3

Effective listening across communication contexts is essential to understanding in relationships, during group task activities, in response to public presentations, and in communication across differences. Nonverbal communication is an analogue to verbal communication that influences understanding and meaning in virtually all communication contexts. The functions of nonverbal communication across the various nonverbal channels such as body, face, eye, space artifact, touch, paralanguage, silence, time and smell will be identified. The course presents theory and research to develop personal skill in listening.

### 212 Business Communication 3

An overview of the communication skills required for success in an organizational setting. A primary emphasis is on business presentations including media-assisted presentations (power-point, etc.). Other areas of communication such as team or group, computer, supervisory, etc. are covered.

### 220 The Art of Media 3

A survey of film and other visual media and their role in modern culture and as art. This course introduces both the history and processes of visual communication forms and critical criteria for interpreting and evaluating media products. Films,

video and other visual communications will be presented, analyzed and critiqued in terms of their function and effect within the culture at a point in time and across time.

**221 Public Relations 3**

An introduction to the theory and practices of public relations and its role in influencing attitudes and actions of both internal and external publics to businesses or other complex social organizations. The course includes analysis of the policies and actions of organizations with respect to public attitudes and the development of communication programs intended to affect public attitudes.

**222 Analysis of Argument/Discourse 3**

Theories of argument and discourse analysis serve as the basis for understanding and developing skill in constructing and analyzing arguments that are inherent in communication across communication contexts. Arguments are inherent in all communication and this course will prepare students to recognize, evaluate and create appropriate arguments.

**237 Introduction to Documentary Production 3**

The course focuses on aspects of documentary production including content, images and technical processes. It includes both review and production of documentary material.

**240 Persuasion 3**

Persuasion is the study of the theories and strategies that affect the attitudes, beliefs, values, and practices of others. This course analyzes strategies of persuasion found in a wide variety of public discourse. The objective is to increase skill in both analyzing and creating effective, ethical, persuasive communication.

**255 Communication and Technology 3**

This course explores the communication implications and applications that arise from technology, particularly computer-based technologies, and includes development of skill in the utilizing technology as well as analysis of the implications of technology on communication practices.

**260 Communication Across Cultures 3**

Explore the art of intercultural communications and cross-cultural living as members of the "Global Village." This course provides an opportunity for self-discovery, awareness of "other" and development of communication skills required for multi-cultural contexts. Specific issues related to ethics,

culture, survival and safety in the new environment and stress management are considered. Basic to the course is the supervised development of relationships with people of "other" cultures.

**300 Rhetorical Criticism 3**

Rhetoric is concerned with efforts to influence the beliefs, attitudes, values and practices of others through discourse. While the public address has been the form most often studied for its effectiveness to influence individuals and societies, other forms of discourse are also important. This course studies the methods of analysis and evaluation of rhetorical discourse and texts in a society or culture. Prerequisites: COM 101, COM 240.

**303 Organizational Communication 3**

Complex organizations are created and sustained through communication. This course analyzes the communication that occurs within such organizations and considers how it is shaped because of the organization or acts to influence or affect organizational practices. Prerequisite: COM101.

**321 Public Relations Case Studies 3**

This course invites students to study the strategies and effectiveness of public relations case incidents. The focus is on the levels of professional practice and product as well as issues of values and ethics.

**322 Images in Media: Gender, Race, Religion, and Culture 3**

The media represent categorical groups based on gender, race, religion or culture in various ways. This course focuses on the nature of such representations in particular media or across various media. While the course focuses on representations of one or more of the categorical groups delineated in the course title, the emphasis is on the manner and effects of such representations within a society.

**325 Advertising Communication 3**

The course focuses on the economic and social effects of advertising, the organization and practices of the advertising industry, the nature of advertising campaigns, and the creation of message product. Course also focuses on analysis of the implications, effectiveness, and ethics of advertising content and campaigns.

**340 Conflict Management and Mediation 3**

This course presents the theory and practice of conflict management and the mediation processes utilized to address conflict in interpersonal, family, group, organizational and other contexts where conflict occurs.



**350 Communication Across Difference: Gender and Generation** 3

This course focuses on how communication constructs gender and other categorical distinctions of difference in a society and how communication across such differences is shaped and mediated. While gender is the most prominent example, other differences are recognized as similarly constructed and influence or are influenced by communication. Prerequisites: COM 101. COM 201 recommended but not required.

**370 Political Communication** 3

An analysis of the types and distribution of discourse related to political campaigns and advocacy on public issues. This course analyzes the role of media in the presentation and interpretation of political discourse and the shaping of public opinion and acceptance that may result. Prerequisite: COM 101. COM 235 or 240 recommended but not required.

**380 Research Methods** 3

A survey of the research methods employed in the study of communication and its effects. Emphasis is on the assumptions by which various methodological approaches rest, the appropriateness of various methods in the study of communication behavior and effects, the nature of data and data analysis, and the design of appropriate studies. Students will learn to read published research and design studies appropriate to particular research questions common in the study of communication.

**405 Media Theory and Criticism** 3

This course presents advanced theories of media and society and applies these theories to the analysis of media practice and products. Theories of media's role in society, the effects of media and its content on social structure and behavior, and perspectives on media ethics are the primary focus.

**410 Communication Theory** 3

An advanced survey of the history, utilization and value of various theories that inform explanations of the nature and dynamics of communication across contexts. The nature of theory, its role in shaping scholarship within a discipline, and the results of research that follow from such theories are the focus of the course. Prerequisites: Senior standing and completion of at least 30 hours of study in communication.

**411 Senior Seminar** 3

Study in current theory and research problems of human communication. Major paper required. Prerequisite: Senior standing.

**495 Internship** 2-12

A supervised internship in an off-campus organization that is communication oriented, e.g., advertising or public relations firm, corporate training, consulting, motion picture company, radio station. The student must provide his or her own transportation, consult with his or her off-campus supervisor, and file reports on the experience with his or her on-campus advisor. Seniors preferred. May be taken more than once, provided that the total hours do not exceed twelve. Does not count toward the minor in communication.

**THEATRE COURSE DESCRIPTIONS**

**100 Actors' Lab** 1

This activity course invites students to engage in integration of faith, physicality and imagination through a process of exercises, theatre games and improvisation. The course is very experiential, communal, participatory and cumulative, intended to train, prepare and promote growth in performing. It is designed to be taken repeatedly, especially by Eastern University theatre performers. Prerequisite: audition.

**135 Acting I** 3

The objective of this class is to help students tap into the psychological, physical and spiritual resources within them through the discipline of acting. Primary tools are personalized and scripted monologues, acting exercises and improvisations of increasing complexity, preparation and collaboration. This lab-style class requires a greater than normal commitment to attendance, participation and journal-keeping in addition to written performance critiques.

**150 Performance Production I** 1

For students with some experience or interest in dramatics; involves participation in university play productions or other group projects. This course is an activity course. May be taken more than once for credit. Graded on a P/F basis.

**151 Basic Stage Craft and Design** 3

An introduction to the basics of technical theatre, including design principles, construction techniques, and stage management procedure and preparation. Prerequisite: Minimum grade of C in THR 150 or permission of instructor.

**195 Communicating Gospel Through Performance** 1

A course designed around helping students develop skills needed to use theatre as a medium for communication the gospel. Graded P/F.

**202 The Active Voice: Voice and Speech for Performance** 3  
 Students will be introduced to and engage in an exploration of vocal life as an active, powerful and transformational component of their entire physical, emotional, intellectual and spiritual selves. Attention will be paid to breath awareness, vocal production, speech and diction by way of study of the physiological and psychological nature of voice, lab-style participation, practice and evaluation of exercises, text presentations and performances. Not a singing class. Prerequisite: Minimum grade of C in THR 100 or 135.

**204 Introduction to the Theatre** 3  
 A survey of drama and the theatre from historical and generic perspectives. The great periods in the theatre will be examined and a brief introduction to technical theatre and problems of direction and production given. Class trips to view plays will supplement the lectures.

**250 Performance Production II** 2  
 Individual study of the dramatic arts, depending upon needs and interest, and intensive work within the play productions. Prerequisite: one year of work with the campus drama group or THR 150 or recommendation of the instructor. Not to be taken concurrently with 150. This course is an activity course. Graded on a P/F basis.

**308 Directing I** 3  
 This class introduces students to the skills of directing (live or recorded performance) through a process of mastering fundamentals of theatre direction. This lab-style class places a very high premium on attendance, participation and thorough outside-of-class preparation: reading, writing, research, analysis, organization and rehearsal. Class time is devoted to presenting, observing and evaluating prepared work and culminates in a Final Scene. The Final Scene will require a minimum of 12 hours of in and out-of-class rehearsal. Prerequisite: Minimum grade of C in THR 135 or permission of instructor.

**308 Advanced Acting/Directing**  
**318 Advanced Acting/Directing** 3  
 This advanced course will focus intensely on a particular style/playwright (e.g. Shakespeare, Moliere, Pinter, Albee) within an intense collaborative rehearsal environment. Actors and directors will choose projects, research, rehearse and perform them. Class will address physical and thematic hermeneutics, literary and dramaturgical analysis, rehearsal techniques, style, Shakespeare, conceptual/improvisational approaches, adaptation, working with new plays. Prerequisite: Minimum grade of C in THR 135 or 208 or permission of instructor.

**335 Acting II** 3  
 This advanced course will present a detailed study of characterization, text analysis, rehearsal technique, scene study and auditioning. Students will be exposed to and be expected to integrate a wide variety of approaches to acting and style, including realism, dance-theatre and non-western performance. Challenging character scene work will require greater responsibility to scene partners and to the issues of collaboration and self-direction. Prerequisite: Minimum grade of C in THR 135.

**351 Advanced Stage Craft and Design** 3  
 An advanced study of stage craft, including advanced design principles, construction techniques, style and special effects. Prerequisite: Minimum grade of C in THR 250 or permission of instructor.

**411 Performance Theory** 3  
 Basic theories and concepts associated with dance and theatre performance are the focus of this course. Prerequisite: junior standing with concentration or minor in Dance or Theatre.

## Dance

### THE MAJOR FOR THE B.A. IN DANCE

#### Dance Technique Courses:

DAN 122	Global Dance Forms	2
DAN 231	Intermediate Modern Dance: Theory and Technique	2
DAN 232	Intermediate Jazz Dance: Theory and Technique	2
DAN 234	Intermediate Ballet Dance: Theory and Practice	2
DAN 331	Advanced Modern Dance: Theory and Technique	2
DAN 332	Advanced Jazz Dance: Theory and Technique	2
DAN 334	Advanced Ballet Dance: Theory and Technique	2
<i>Subtotal Credit Hours:</i>		<i>14</i>

#### Dance History Courses:

DAN 233	Liturgical Dance History and Practice	3
DAN 250	Modern Dance History	3
DAN 365	Black Dance History <u>or</u>	
DAN 260	Classical Ballet History	3
DAN 375	World Dance	3
<i>Subtotal Credit Hours:</i>		<i>12</i>

<i>Creative Process/Performance Courses:</i>		
<b>DAN 340</b>	Dance Repertory	2
<b>DAN 385</b>	Dance Improvisation	3
<b>DAN 386</b>	Dance Composition	3
	<i>Subtotal Credit Hours:</i>	<hr/> 8

<i>Dance Education Courses:</i>		
<b>BKIN 103</b>	Movement and Rhythms for Children <i>or</i>	2
<b>EDU 300</b>	Creative Expression	3
<b>DAN 345</b>	Methods and Techniques of Dance Instruction	3
	<i>Subtotal Credit Hours:</i>	<hr/> 5-6

<i>Independent Work:</i>		
<b>DAN 410</b>	Senior Project	3
	<i>Subtotal Credit Hours:</i>	<hr/> 3

<i>Additional Courses Required:</i>		
<b>BIO 104</b>	General Biology	4
<b>BKIN 351</b>	Kinesiology	3
	<i>Subtotal Credit Hours:</i>	<hr/> 7
	<i>Total Credit Hours</i>	<hr/> 49-50

<i>Recommended Courses:</i>		
<b>DAN 140</b>	Sacred Dance	2
<b>DAN 355</b>	Methods of Teaching Beginner and Intermediate Pointe	3
<b>DAN 395</b>	Field Experience	1-3
<b>DAN 495</b>	Internship	2-12

### **THE MINOR IN DANCE**

<i>Dance Technique Courses:</i>		
<b>DAN 122</b>	Global Dance Forms	2
<b>DAN 131</b>	Modern Dance Level I: Concepts and Techniques <i>or</i>	
<b>DAN 231</b>	Intermediate Modern Dance: Theory and Technique	2
<b>DAN 132</b>	Jazz Dance Level I: Concepts and Techniques <i>or</i>	
<b>DAN 232</b>	Intermediate Jazz Dance: Theory and Technique	2
<b>DAN 134</b>	Ballet Dance Level I: Concepts and Techniques <i>or</i>	
<b>DAN 234</b>	Intermediate Ballet Dance: Theory and Practice	2

<i>Dance Theory Courses:</i>		
<b>DAN 250</b>	Modern Dance History	3
<b>DAN 233</b>	Liturgical Dance History and Practice	3
<b>DAN 386</b>	Dance Composition	3

<i>Dance Education Courses:</i>		
<b>BKIN 103</b>	Movement and Rhythms for Children	2
<b>DAN 345</b>	Methods and Techniques of Dance Instruction	3

<i>Dance Performance Courses:</i>		
<b>DAN 140</b>	Sacred Dance Group <i>or</i>	2
<b>DAN 340</b>	Dance Repertory	2
	<i>Total Credit Hours:</i>	<hr/> 24

### **DANCE COURSE DESCRIPTIONS**

**122 Global Dance Forms** 2  
Each time this course is offered, one particular global dance form will be the focus. The course primarily will be offered as a technique course. Topics included will be historical perspectives, cultural constructs of gender, societal influences, and aesthetic meaning unique to the dance form studied.

**131 Modern Dance Level I: Concepts and Techniques** 2  
This course is designed to provide students with knowledge and practical application of modern dance technique at an introductory level. The course focuses on the movement elements of time, space, and energy in the development of technical proficiency, improvisational exploration, dance composition basics, and expressive movement performance. Historical contexts also are addressed.

**132 Jazz Dance Level I: Concepts and Techniques** 2  
The course is based on the principles of introductory jazz dance technique. Jazz dance will be approached both as a movement technique and as a historical and cultural component of American society.

**134 Ballet Dance I: Concepts and Techniques** 2  
This course is designed to provide students with knowledge and practical application of classical ballet techniques at an introductory level. Focus will be on the development of proficiency at the ballet barre, in the center of the floor, and through space (across the floor). The study of classical ballet will address historical, cultural, and aesthetic contexts.

**140 Sacred Dance Group** 2  
This course focuses on dance as ritual and performance. It consists of students from a variety of dance backgrounds who come together to share in dance as worship and praise.

**231 Intermediate Modern Dance: Theory and Technique** 2  
This course is designed to provide students with modern dance theory and technique beyond the

introductory level. The course will address the development of proficiency in the following areas: body alignment, centering, kinesthetic awareness, qualitative nuance, use of breath, focus, dynamics and projection. Studio work will address increasing creativity and aesthetic understanding in dance technique.

**232 Intermediate Jazz Dance:  
Theory and Technique** 2

The course focuses on the development beyond the basics of jazz dance technique and progresses to complex work in a variety of jazz dance styles (African, lyric, modern, musical theatre and popular). Technical proficiency will be based on the replication and composition of intricate combinations. Jazz dance will be placed within its appropriate historical and cultural contexts.

**233 Liturgical Dance History and Practice** 3

This course is designed to provide experience in the practice of dance as a vehicle for religious expression and ritual. The history of liturgical dance will be traced, and a rationale for the inclusion of dance in worship services will be investigated. Students will participate in the experience of dance movement as it relates to theological and spiritual themes.

**234 Intermediate Ballet Dance:  
Theory and Practice** 2

This course is designed to provide students with the theory and technique of ballet dance beyond the introductory level. Progression is made from basic barre work to complex work in a variety of ballet styles (court dances, romantic, classical, contemporary) and in specific ballet repertory work. Ballet dance is placed within its appropriate historical and cultural contexts.

**250 Modern Dance History** 3

An introduction to the study of dance as a reflection of the individual, society and culture. Instruction in the technique of modern dance is the focus of the movement experience. Within this framework, the historical, cultural and aesthetic contexts of 20th century modern dance are examined.

**260 Classical Ballet History** 3

This course will focus on the history of ballet in Western culture. The history, worldview and aesthetic development of ballet will be studied, beginning with its European roots, continuing to contemporary time, with special focus on American ballet. Ballet styles and specific works will be examined through theory and practice.

**331 Advanced Modern Dance:  
Theory and Technique** 2

This course is designed to provide students with the theory and technique of modern dance beyond the intermediate level. The course continues the dance student's training in the foundational elements of time, space and energy in the development of technical proficiency, improvisational exploration, composition techniques, and expressive movement performance. Students will strengthen their understanding of concepts such as body alignment, hip socket rotation, kinesthetic awareness of body parts, gross motor movement, axial movement, locomotor movement, balance, strength, flexibility, qualitative nuance, use of breath, focus, dynamics, and projection through consistent demonstration. The course also addresses creativity and aesthetic understanding in dance. Prerequisite: DAN 231 or demonstrated proficiency.

**332 Advanced Jazz Dance:  
Theory and Technique** 2

This course focuses on complex work in a variety of jazz dance styles. The course is intended to contribute to a jazz dance student's proficiency in technique, choreography and performance. The replication and composition of intricate jazz combinations is included in the development of such technical proficiency. Throughout the course, jazz dance will be placed within its appropriate historical and cultural contexts. Prerequisite: DAN 232 or demonstrated proficiency.

**334 Advanced Ballet Dance:  
Theory and Technique** 3

The course will expand the student's knowledge of classical ballet technique beyond the intermediate level. The student will participate in individual tracking of technical and artistic progress. Areas of focus include: body alignment, hip socket rotation (turnout), balance, strength, flexibility, endurance, coordination, proper use of breath, dynamic execution, kinesthetic awareness, musical phrasing, spatial concepts, epaulement (shouldering), and performance quality. Prerequisite: DAN 234 or demonstrated proficiency.

**340 Dance Repertory** 2

This is an ensemble course for advanced dancers who participate in the rehearsal and performance of highly technical dance works. The group learns modern dance repertory based on text, story, poetry and/or music. The course is designed for those who have had an extensive level of previous performance experience. Audition required.

**345 Methods and Techniques of Dance Instruction** 3

The course is designed to provide methods for the instruction of a variety of dance genres and styles. Contexts for teaching dance include K-12 public education, private school education, community center programs and dance studio classes. The course will enable students to gain theoretical and somatic knowledge in dance, as well as to provide practical classroom teaching experiences. Prerequisite: one dance technique class.

**355 Methods of Teaching Beginning and Intermediate Pointe** 3

This course is designed to provide methods for the instruction of pointe dance. The course will focus on arts intensive public high schools dance and studio populations; however, other programs will be addressed as well. The course will enable students to develop theoretical and somatic knowledge of pointe dance as well as provide practical classroom teaching experiences. Prerequisite: DAN 234 or demonstrated proficiency.

**365 Black Dance History** 3

This course is designed to generally inform the students how dance has and continues to function in African-American culture through theory and practice. The course will approach perspectives in the general African-American experience within the broader American context. The course will trace the historical place and aesthetic transformation of dance in the history of African-American peoples, beginning with African-American culture's African roots.

**375 World Dance** 3

This course will focus on various dances from around the world, placing them in historical, cultural, social and aesthetic contexts through theory and practice. Historical perspectives, cultural constructs of gender, societal influences, worldview, and aesthetic meanings unique to various cultures will be studied.

**385 Dance Improvisation** 3

This course is designed to provide students with knowledge and practical application of dance improvisation in the discipline of modern dance. Focus will be on the creative process and the manipulation of the elements of time, space, and energy. The course covers free and structured improvisation.

**386 Dance Composition** 3

This course concentrates on the theory and application of dance composition principles. Topics include choreographic design, form, style, theme, motivation, autobiography and performance. Prerequisite: DAN 131, 231, or 331.

**Economics**

**THE MINOR IN ECONOMICS**

ECON 203, 204 plus twelve additional hours in economics courses.

**COURSE DESCRIPTIONS**

**200 Personal Stewardship** 3

Individual and family stewardship planning, to include: budgeting, financial services, personal taxation, consumer credit, food budget, housing, insurance and investing. No prerequisites.

**203 Principles of Economics-Introductory Macroeconomics** 3

An introduction to the study of how economic forces and policies affect the working of the economy as a whole. Topics addressed include the determination of national income and output; unemployment and inflation; monetary and fiscal policies; international trade and finance. No prerequisite.

**204 Principles of Economics-Introductory Microeconomics** 3

An introduction to the study of the economic factors that affect the behavior of consumers and business firms, with particular attention to supply and demand. Problems of competition and monopoly, labor-management relations, agriculture, income distribution, and poverty at home and abroad are discussed. No prerequisite.

**240 Economic Development of Third-World Countries** 3

Course includes: theories of development and underdevelopment; problems of initiating and sustaining growth; relations between developed and underdeveloped regions; economic reform and change in the underdeveloped world. Special attention will be given to ways in which religious institutions contribute to Third-World development. No prerequisite.

**310 Intermediate Microeconomics** 3

Analysis of demand, supply and pricing. Course also includes theories of consumer choice, business costs, revenues and productivity. Prerequisites: Minimum grades of C in ECON 203, 204.

**321 Financial Institutions and Markets** 3

The theory and practice of commercial and central banking, with attention to the creation of money and other financial instruments, are studied. Problems encountered by both depository institutions and the economic system are analyzed. The course also explores the policies employed by commercial banks and central banks in dealing with these problems. Prerequisites: Minimum grades of C in ECON 203, 204.

### 323 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. Prerequisites: Minimum grades of C in ECON 203, 204.

### 370 History of Economic Thought 3

Course examines major development in the history of economic analysis, placing special emphasis on the way that respective social milieus of economic thinkers affected their understanding of the economic order. Particular attention is given to ideological and cultural factors which have shaped the development of capitalism. Prerequisites: Minimum grades of C in ECON 203, 204.

### 390 International Economics and Finance 3

Survey of the theory of international trade, factor movements and balance-of-payment adjustments. Course analyzes modern international economic problems including problems of less developed countries. Prerequisites: Minimum grades of C in ECON 203, 204.

### 410 Intermediate Macroeconomics 3

An analysis of the determination for the total output, employment and the general level of prices in a market-directed economy. Major macroeconomic policies and problems are explored including monetary and fiscal policies, unemployment, inflation, and budget and trade deficits. Prerequisites: Minimum grades of C in ECON 203, 204.

### 415 Appropriate Technologies for Meeting Basic Needs 3

This course acquaints students with accessible "state of the art" technologies which may be implemented in developing regions for the purpose of upgrading local conditions relating to agriculture, nutrition, water supply, sanitation and preventive health care. Students will benefit from the collective wisdom of persons from a broad spectrum of organizations with experience in the field. No prerequisite. Offered infrequently.

### 470 Economic Forecasting 3

Major forecasting methodologies are covered, including moving averages, decomposition, economic indicators, exponential smoothing, ARIMA, multiple regression and econometric models. Prerequisites: Minimum grades of C in ECON 203, 204, BUS 221. Offered infrequently.

## Education

### THE TEACHER EDUCATION PROGRAM CERTIFICATION

**MISSION STATEMENT:** Recognizing that we are citizens of the world as well as of our country and state, the Education Department at Eastern University seeks to prepare men and women to serve public and private institutions of learning as teachers, supervisors, administrators, consultants, researchers and curriculum developers with an ability to articulate a global Christian worldview of education and a sensitivity to multicultural and global issues.

The Undergraduate Education Program is designed to develop excellent teachers who can serve in nursery schools, elementary, middle and high schools with an enlightened worldview, a passion for the education of all students and the courage to pursue creative solutions to worldwide problems.

The Graduate Education Program is designed to develop excellent education professionals who can serve in nursery schools, elementary, middle and high schools, and at the college level. Ability to participate in in-depth research, consulting, curriculum development, and administration is added to the basic teaching skills for professionals at this level. These are the candidates who have the potential to spread a Christian worldview far and wide.

**The average institutional pass rate for the last three years is 93% on the Praxis Series Professional Assessment for Beginning Teachers.**

**THE PROGRAMS:** The department offers a program of study to qualified students who desire to be certified as teachers. The student who wishes certification is responsible for completing the approved course of study and must be recommended by the Education Department to the Pennsylvania Department of Education. This recommendation will be based upon the student's adherence to the standards of conduct of Eastern University, as well as upon the student's successful completion of academic requirements. The Commonwealth of Pennsylvania also requires evidence of a passing score on The Praxis Tests before granting a certificate.

Areas of certification at Eastern University include: Elementary Education (K-6), Elementary Education with Early Childhood (N-3), Special Education (K-12), Teaching English as a Second Language (K-12), Health (K-12), Foreign Language (K-12, French, Spanish), Music (K-12),

Elementary and Secondary Principal, School Nurse (N-12), Reading Specialist (K-12), Single Area Supervisor (K-12), Supervisor of Special Education (K-12), Superintendent and Secondary Education (7-12), Biology, Chemistry, Citizenship Education, English, English with Communications, Mathematics, Social Sciences and Social Studies (last issued in Fall, 2004 to those who have already been accepted in the program). Art certification (K-12) (see Fine Arts) may be obtained through a cooperative program between Eastern University and Rosemont College.

All certification areas require 2 Mathematics and 2 English (1 writing and 1 literature) courses. (MATH 220 Statistics is required for those who plan to pursue five-year combined BA/Med in Multicultural Education.)

#### FORMAL APPLICATION TO THE EDUCATION DEPARTMENT:

Students who wish to enter the teacher preparation programs must show evidence of:

- Completion of forty-eight (48) undergraduate credits, two (2) math courses and two (2) English courses, including one in literature and one in writing.
- A passing score on The Praxis Tests - PSST Reading, PPST Writing, and PPST Mathematics. We suggest that these be taken in the second year of college. Registration forms may be obtained in the Helen S. Craymer Curriculum Lab.
- Required GPA - 3.0 for the year 2003-2004

In order to remain in the teacher preparation programs, a student's progress must be satisfactory when reviewed by the Education Department before Student Teaching. Acceptance for the professional semester is not automatic upon admission to the Education programs. An application process must be completed, as specified in the *Education Department Handbook*. The remaining Praxis Tests must be taken prior to Student Teaching.

#### GRADUATES OF OTHER COLLEGES

Graduates of other colleges who wish to apply for certification must submit an application and an official undergraduate transcript to the Graduate Admissions Office. Transcripts will be reviewed for the requirements of two (2) math and two (2) English courses, one literature and one writing, and for the specific requirements of the certificate for which the student wishes to apply.

Students who wish only certification must take a minimum of six (6) credits at Eastern University before Student Teaching.

#### THE MAJOR FOR THE B.A. IN ELEMENTARY EDUCATION WITH STUDENT TEACHING

Students desiring certification in early childhood education, elementary education, or teaching English as a second language must complete the requirements for the major in elementary education and satisfy the augmented core requirements as listed. An area of concentration is recommended but not required. (Special education, teaching English as a second language and early childhood certifications must be declared.)

#### THE MAJOR FOR THE B.A. IN ELEMENTARY EDUCATION WITHOUT STUDENT TEACHING

This major includes all of the requirements below except EDU 410, Student Teaching and EDU 420, Practicum. This major allows students to do student teaching and practicum as part of the graduate program. See also Five-Year BA/MED listing.

EDU 200*	Social and Philosophical Foundations of Modern Education	3
EDU 201*	Introduction to Special Education	3
EDU 250*	Field Experience: Elementary	3
EDU 306*	Science and Health for Children	3
EDU 308*	Social Studies and Arts for Children	3
EDU 310*	Mathematics for the Teaching of Children	3
EDU 380*	Communications Arts for Children	3
EDU 401*	Teaching of Reading	3
EDU 417*	Multicultural Education	3
PSY 211*	Psychology of Education	3
<i>Subtotal Credit Hours:</i>		<u>30</u>

Choose FIVE credits from the following:

BKIN 103	Movement and Rhythms for Children
CHEM 115	Hands-on Chemistry for Children
EDU 230	Special Topics
EDU 231	Computers in the Classroom
EDU 235*	Urban Education
EDU 300	Creative Expression
EDU 303*	Education and Assessment of Exceptional Students (Prerequisite EDU 201)
EDU 304*	Music for Children
EDU 328*	Early Childhood Education: Principles & Procedures
EDU 329*	Early Childhood Education: Curriculum & Assessment
EDU 340*	Teaching in the Christian School
EDU 370*	Juvenile Literature
EDU 382	Classroom Management
EDU 402*	Reading Disabilities (Prerequisite EDU 401)

EDU 405*	Classroom Procedures and Teaching Techniques for the Multi-Handicapped (Prerequisite: EDU 201)	
EDU 415*	Art for the Teacher	
ENG 250-251	Writing Assistant Training Seminar, Writing Assistant Internship	
	Subtotal Credit Hours:	5

\*Courses contain modules appropriate for early childhood and special education certifications.

Professional Semester (required for Pennsylvania certification only):

EDU 410*	Student Teaching	12
EDU 420*	Practicum	3
	Subtotal Credit Hours:	15
	Total Credit Hours:	35-50

### AUGMENTED CORE REQUIREMENTS

Elementary Education majors must fulfill the core curriculum requirements with the following additions or specifications:

#### Humanities

HIST 201 or 202	American History	3
FA, MUS, THR	Fine Arts elective	3
ENG	Literature elective	3
COM	COM 120/201/203/240/260	3
	Subtotal Credit Hours:	12

#### Social Sciences

ECON	Economics elective	3
ANTH 201	People in Places <i>or</i>	
GEOG 201	World Geography	3
POS 103 or 104	American or State/Local Government	3
PSY 205	Child Psychology <i>or</i>	
PSY 207	Human Growth and Development	3
	Subtotal Credit Hours:	12

#### Natural Science

BIO 205	General Biology, Elementary Education Emphasis	3
PHYS 205	Physical Science for Elementary Teachers	3
MATH	two courses	3, 3
	Subtotal Credit Hours:	12

### THE MAJOR FOR THE B.A. IN SPECIAL EDUCATION

EDU 200	Social and Philosophical Foundations of Modern Education	3
EDU 201	Introduction to Special Education	3
EDU 250	Field Experience (Special Education)	3
EDU 303	Education and Assessment of Exceptional Children	3
EDU 330	Teaching Math, Science and Social Studies to Special Students	3
EDU 381	Methods of Nonverbal Communication	3
EDU 382	Methods of Classroom Management	3
EDU 383	Early Intervention in Inclusive Settings	3
EDU 401	Teaching of Reading	3
EDU 402	Reading Disabilities	3
EDU 405	Classroom Procedures and Teaching Techniques for the Multihandicapped	3
EDU 410	Student Teaching	12
EDU 417	Multicultural Education	3
EDU 420	Practicum	3
PSY 205	Child Psychology <i>and</i>	
PSY 206	Adolescent Psychology <i>or</i>	
PSY 207	Human Growth and Development	3-6
PSY 211	Educational Psychology	3
PSY 220	Statistics for the Social and Behavioral Sciences ( <i>may be used as core Math course</i> )	3
	Total Credit Hours:	60-63

### AREAS OF CONCENTRATION (OPTIONAL)

#### Biology

BIO 103	General Biology: Earth-Keeping	4
BIO 104	Human Biology	4
BIO 151, 152	General Biology I, II	4,4
	Subtotal Credit Hours:	8

Choose TEN credits from the following:

BIO 206	Ornithology	4
BIO 215	Studies in Botany	3
BIO 216	Introduction to Microbiology	4
BIO 233	Human Physiology and Anatomy I	4
BIO 234	Human Physiology and Anatomy II	4
BIO 290	Tropical Ecology	3
BIO 309	Ecology	4
CHEM 111	Chemistry and the Environment	3
CHEM 113	Chemistry/Environment Lab	1



*Eastern University courses offered through Au Sable Institute:*

<b>BIO 295</b>	Natural History in Spring	4
<b>BIO 310</b>	Winter Biology	3
<b>BIO 311</b>	Field Botany	4
<b>BIO 321</b>	Animal Ecology	4
<b>BIO 322</b>	Aquatic Biology	4
<b>BIO 346</b>	Winter Stream Ecology	4
<b>GEOL/ GEOG 316</b>	Field Geology	4
	<i>Subtotal Credit Hours:</i>	<u>10</u>
	<i>Total Credit Hours:</i>	<u>18</u>

**Business Administration**

<b>ECON 203</b>	Principles of Economics-Macro <i>or</i>	
<b>ECON 204</b>	Principles of Economics-Micro	3
<b>BUS</b>	Electives	15
	<i>Total Credit Hours:</i>	<u>18</u>

**Christian School**

<b>CORE</b>	Requirements-BIB 101, 102	6
<b>CORE</b>	Requirements-THEO core course	3
<b>EDU 250</b>	Field Experience: Christian School	3
<b>EDU 340</b>	Teaching in the Christian School	3
<b>BIB/THEO</b>	Elective	3
	<i>Total Credit Hours:</i>	<u>18</u>

**Economics**

<b>ECON 203</b>	Principles of Economics-Macro	3
<b>ECON 204</b>	Principles of Economics-Micro	3
<b>ECON</b>	Electives	12
	<i>Total Credit Hours:</i>	<u>18</u>

**English Literature or English Writing or Communications**

<b>CORE</b>	requirements - Humanities section	
	1 English course	3
<b>ENG 301, 302</b>	American Literature	6
<b>ENG/COM</b>	Electives	9
	<i>Total Credit Hours:</i>	<u>18</u>

**Foreign Language (Spanish, French)**

Consult with the Language and Education Departments for the best plan of study. Total credits required are 18 or an 18-hour equivalency.

*Total Credit Hours:* 18

**History**

<b>INST 160, 161</b>	Heritage of Western Thought and Civilization	6
<b>HIS 335</b>	The World Since World War II	3
<b>HIS/POS</b>	Electives	9
	<i>Total Credit Hours:</i>	<u>18</u>

**Mathematics and Computer Science**

<b>CSC</b>	One computer science course	3
<b>MATH</b>	One mathematics course	3
<b>CSC/MATH</b>	Electives: Consult with the Mathematics Department for best courses including required courses for each individual.	12
	<i>Total Credit Hours:</i>	<u>18</u>

**Multicultural Education**

<b>INST 270</b>	Justice in a Pluralist Society	3
<b>EDU 250</b>	Field Experience: ESL or Urban	3
<b>EDU 417</b>	Multicultural Education	3
	Electives from approved list	9
	<i>Total Credit Hours:</i>	<u>18</u>

**Music**

<b>MUS 102, 201</b>	Musicianship I and II	6
<b>MUS</b>	Instrumental or Choral Ensemble	2
<b>MUS 301, 302</b>	Music Connections I, II	6
<b>EDU 304</b>	Music for Children	2
<b>MUS</b>	Electives in Music	2
	<i>Total Credit Hours:</i>	<u>18</u>

**Psychology**

<b>PSY 100</b>	General Psychology	3
<b>PSY 220</b>	Statistics for the Social and Behavioral Sciences	3
<b>PSY</b>	Electives	12
	<i>Total Credit Hours:</i>	<u>18</u>

**Reading**

<b>EDU 250</b>	Field Experience in Reading	3
<b>EDU 370</b>	Juvenile Literature	3
<b>EDU 380</b>	Communication Arts for Children	3
<b>EDU 401</b>	Teaching of Reading	3
<b>EDU 402</b>	Reading Disabilities	3
<b>EDU 403</b>	Reading in the Content Area	3
	<i>Total Credit Hours:</i>	<u>18</u>

**Religion**

<b>CORE</b>	requirements - BIB 101, 102	6
<b>CORE</b>	requirements - THEO core course	3
<b>BIB/THEO/PHIL</b>	Electives	9
	<i>Total Credit Hours:</i>	<u>18</u>

**Social Welfare**

<b>SWK 100</b>	Human Need and Social Response	3
<b>SWK 110</b>	Human Diversity and Social Interaction	3
<b>SWK</b>	Electives: Consult with Social Work Department for appropriate courses.	12
	<i>Total Credit Hours:</i>	<u>18</u>

## Sociology-Anthropology

<b>ANTH 101</b>	Introduction to Cultural Anthropology <i>or</i>	
<b>SOC 100</b>	Introduction to Sociology	3
<b>SOC 331</b>	Historical Sociology <i>or</i>	
<b>SOC 332</b>	Modern Social Theories	3
<b>SOC/ANTH</b>	Electives	12
<i>Total Credit Hours:</i>		<u>18</u>

## Youth Ministries

Consult with the Youth Ministries and Education Departments for the best plan of study. Total credits required are 18 or an 18-hour equivalency.

*Total Credit Hours:* 18

## Independent Area of Concentration

In addition to the listed areas of concentration, an individualized area of concentration may be arranged in another field with the approval of the elementary education faculty and the Registrar.

*Total Credit Hours:* 18

Any of the above education courses may serve as elementary education electives. Students completing this program will receive certification in both elementary education and special education.

## EARLY CHILDHOOD CERTIFICATION

Students desiring early childhood certification must complete the elementary education major (an area of concentration is recommended), satisfy the augmented core requirements and add the following courses:

<b>EDU 250*</b>	Field Experience: Early Childhood	3
<b>EDU 304*</b>	Music for Children	2
<b>EDU 328*</b>	Early Childhood Education: Principles and Practices	3
<b>EDU 329*</b>	Early Childhood Education: Curriculum and Assessment	3
<b>EDU 383*</b>	Early Intervention in Inclusive Settings	3
<i>Total Credit Hours:</i>		<u>14</u>

\*Courses may serve as elementary education electives. Students completing this program will receive certification in both early childhood and elementary education.

## TEACHING ENGLISH AS A SECOND LANGUAGE CERTIFICATION

<b>EDU 201</b>	Introduction to Special Education	3
<b>EDU 250*</b>	Field Experience: ESL	3
<b>LANG 310*</b>	Linguistics	3

<b>EDU 412*</b>	Teaching English as a Second Language	3
<b>EDU 413*</b>	Theories of Second Language Acquisition	3
<b>EDU 417</b>	Multicultural Education	3
<i>Total Credit Hours</i>		<u>18</u>

\*Courses may serve as elementary education electives. Students completing this program will receive certification in both elementary education and teaching English as a second language.

## BI-LINGUAL PROGRAM

### Elementary Education Certification

Follow requirements for elementary education and Foreign Language area of concentration. During the professional semester, students will complete student teaching in a bi-lingual elementary school.

*Required:*

<b>LAN 350</b>	The Teaching of Modern Languages and ESL	3
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### Dual Certification

(*Elementary Education and Language Certification, K-12*): Follow requirements for elementary education major and Spanish or French certification major.

*Required:*

<b>LAN 350</b>	The Teaching of Modern Languages and ESL	3
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*Professional Semester*

<b>EDU 410</b>	Student Teaching (elementary and secondary levels) includes teaching English to Spanish speakers or Spanish/French on all levels.	12
<b>EDU 420</b>	Practicum	3
<i>Total Credits Hours:</i>		<u>21</u>

### Language Certification (K-12)

Certification to teach Spanish or French (K-12) requires a Spanish or French major. See Languages in this catalog. Consult with the head of the language department.

*Required Courses:*

<b>ANTH 101</b>	Introduction to Cultural Anthropology <i>or</i>	
<b>EDU 417</b>	Multicultural Education	3
<b>EDU 200</b>	Social and Philosophical Foundations of Modern Education	3
<b>EDU 201</b>	Introduction to Special Education	3

EDU 250	Field Experience	3
EDU 403	Reading in the Content Area	3
LAN 350	The Teaching of Modern Languages and ESL	3
PSY 205	Child Psychology <i>and</i>	
PSY 206	Adolescent Psychology <i>or</i>	
PSY 207	Human Growth and Development	6, 3
PSY 211	Psychology of Education	3
<i>Subtotal Credit Hours:</i>		<u>24-27</u>

*Professional Semester*

EDU 410	Student Teaching (Elementary and Secondary levels)	12
EDU 420	Practicum	3
<i>Total Credit Hours:</i>		<u>39-42</u>

*Recommended:*

HSCI 201	First Aid
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**THE MAJOR IN SECONDARY EDUCATION**

A major in secondary education is offered to students who desire to be certified to teach on the secondary level. Students who elect this major must also elect a major in an academic area certifiable by Eastern University. The degree which they receive (B.A. or B.S.) will be determined by their academic major. Admission to the University does not guarantee acceptance by the Education Department. Formal admission to the department is by application and interview. See the Formal Application to the Education Department listed in this catalog.

*Required Courses:*

CSC 150	Problem Solving with Computers <i>or</i>	
CSC 200	Introduction to Computer Programming	3
EDU 200	Social and Philosophical Foundations of Modern Education	3
EDU 201	Introduction to Special Education	3
EDU 250	Field Experience: Middle School/Secondary	3
EDU 403	Reading in the Content Area	3
EDU 409	Seminar for Secondary Education <i>or</i>	
LAN 350	Teaching of Modern Languages and ESL <i>or</i>	
MATH 410	Teaching of Mathematics-Secondary Level	3
EDU 417	Multicultural Education	3
PSY 206	Adolescent Psychology	3
PSY 211	Psychology of Education	3
<i>Subtotal Credit Hours:</i>		<u>27</u>

*Professional Semester (may be taken in the fifth year at the graduate level)*

EDU 410	Student Teaching	12
EDU 420	Practicum	3
<i>Subtotal Credit Hours:</i>		<u>15</u>
<i>Total Credit Hours:</i>		27-42

*Recommended Electives:*

ENG 250, 251	Writing Assistant Training Seminar, Internship
BKIN 201	First Aid

Areas of certification include: Biology, Chemistry, English-Communications, English, French, Mathematics, Citizenship Education, and Social Studies.

**Biology, Chemistry**

Students desiring secondary certification in biology or chemistry should complete the Secondary Education major and the academic major requirements as listed in this catalog with the additional courses:

<b>Biology</b>	4 hours of physics and 3 hours of mathematics
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**Chemistry**

CHE 115	Hands-On Chemistry for Children
CHE 304	Chemistry Laboratory Management
CHE 320	Biochemistry

**Citizenship Education**

The student may major in history or political science for this certificate but must take courses in history, geography, civics, government and economics. He/she will also major in Secondary Education.

*Required Courses:*

Follow either the history or political science major as listed in the undergraduate catalog.

<b>History major</b>	39
<i>allows 18 credits of electives</i>	
<b>Political Science major</b>	36
<i>allows 21 credits of electives</i>	

Take the following courses in addition to or as a part of your major.

*Core Courses:*

ANTH 201	People in Places <i>or</i>	
GEOG 201	World Geography	3
ECON 203	Macroeconomics	3
ECON 204	Microeconomics	3
HIS 201, 202	History of the United States	3, 3

	<i>(history major)</i>	
HIS 490	The Modern United States	3
	<i>(history major)</i>	
POS 103	American Government	3
	<i>(political science major)</i>	
POS 104	State and Local Government	3
	<i>(political science major)</i>	
POS 212	International Relations	3

**Secondary Education major** 42

**English, English-Communications**

Students who wish to be certified in English or English with Communications must add the following courses to their academic major, along with the Secondary Education major courses:

**Communications**

COM 220	The Art of Media <i>or</i>	
COM 322	Images in Media	3
ENG 203 <i>or</i> 204	European Literature	3
ENG 205	British Literature	3, 3
ENG 207	Studies in Drama	3
ENG 250	Writing Assistant Training Seminar	3
ENG 301, 302	American Literature	3, 3
	1 additional advanced writing course	3
LAN 310	Introduction to Linguistics	3
THR 150	Performance Production I	1
THR 250	Performance Production II	2
	<i>Total Credit Hours:</i>	<hr/> 33

*Recommended:*

EDU 370	Juvenile Literature	
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**English Literature**

COM 120	Public Speaking	3
COM 201	Interpersonal Communication	3
COM 220	The Art of Media <i>or</i>	
COM 322	Images in Media	3
LAN 310	Introduction to Linguistics	3
	2 advanced writing courses	3, 3
THR 150	Performance Production I	1
THR 202	The Active Voice	3
THR 250	Performance Production II	2
	<i>Total Credit Hours:</i>	<hr/> 24

*Recommended:*

EDU 370	Juvenile Literature	
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**English Writing**

COM 201	Interpersonal Communication	3
COM 220	The Art of Media <i>or</i>	
COM 322	Images in Media	3
ENG 203		
<i>or</i> 204	European Literature	3
ENG 205, 206	British Literature	3, 3
ENG 207	Studies in Drama	3
ENG 250	Writing Assistant Training Seminar	3
ENG 301, 302	American Literature	3, 3
LAN 310	Introduction to Linguistics	3
THR 150	Performance Production I	1
THR 202	The Active Voice	3
THR 250	Performance Production II	2
	<i>Total Credit Hours:</i>	<hr/> 36

*Recommended:*

EDU 370	Juvenile Literature	
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**Mathematics**

Students desiring secondary certification in Mathematics should complete the Secondary Education major (except EDU 403) and the academic major requirements as listed in this catalog with the additional courses:

MATH 402	History of Mathematics (Cabrini College)	3
MATH 407	Geometry (Cabrini College)	3
MATH 410	Teaching of Mathematics – Secondary Level	3

*Other Required Courses:*

CHE 121,123	General Chemistry I, Lab I	4
	<i>Total Credit Hours:</i>	<hr/> 13

**Social Sciences**

The student may major in psychology or sociology for this certificate but must take courses in anthropology, psychology, sociology and astronomy. The student will also major in Secondary Education. It is unlikely that a school district would hire someone just to teach the social science courses so this is a good certificate to add on to Citizenship Education or some other secondary area or to use for part-time employment.

*Required Courses*

Follow either the psychology or sociology major as listed in the undergraduate catalog.

<b>Psychology major</b>	45
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<b>Sociology major</b>	36
<i>allows for 12 hours of electives</i>	

Take the following courses in addition to or as a part of your major.

*Core Courses*

<b>ANTH 101</b>	Cultural Anthropology <i>(sociology major)</i>	3
<b>ANTH 201</b>	People in Places	3
<b>PSY 100</b>	General Psychology <i>(psychology major)</i>	3
<b>PSY 207</b>	Human Growth & Development <i>(psychology major)</i>	3
<b>PSY 211</b>	Educational Psychology <i>(psychology major)</i>	3
<b>PSY 304</b>	Social Psychology <i>(psychology major)</i>	3
<b>PSY 308</b>	Psychology of Personality <i>(psychology major)</i>	3
<b>SOC 100</b>	Introduction to Sociology <i>(sociology major)</i>	3
<b>SOC 310</b>	The Family <i>(sociology major)</i>	3
<b>SOC 415</b>	Gender, Race and Class <i>or</i>	
<b>PSY 322</b>	Psychology of Gender <i>(sociology major)</i>	3
<b>PHYS 111</b>	The Solar System	4
<b>PHYS 112</b>	Exploration of the Universe	4

**Secondary Education major** 42

**Social Studies (ends 2004)**

A student may be certified to teach social studies with a major in history by completing the Secondary Education major and the History major requirements as listed in this catalog with the following courses:

<b>ANTH 101</b>	Cultural Anthropology	3
<b>GEOG 201</b>	Geography	3
<b>HIS 370</b>	History of Economic Thought	3
<b>POS 103</b>	American Government <i>or</i>	
<b>POS 104</b>	State and Local Government	3
<b>PSY 100</b>	General Psychology	3
<b>PSY 304</b>	Social Psychology	3
<b>SOC 100</b>	Introduction to Sociology	3
<i>Total Credit Hours:</i>		<u>21</u>

**FIVE-YEAR COMBINED BA/MED IN MULTICULTURAL EDUCATION**

*Prerequisites*

Student must have a bachelor's degree and a 3.0 grade-point average, pass *The Praxis Series* PPST Reading, Writing, Mathematics, and Specialty Area, and have the following undergraduate course work.

**Secondary**

Complete undergraduate major in academic area of certification plus all required courses for the Major in Secondary Education, except EDU 410, Student Teaching and EDU 420, Practicum.

**Elementary**

Complete Major in Elementary Education without EDU 410, Student Teaching and EDU 420, Practicum.

**Graduate Year**

(Prerequisites: EDU 417 or 517 and Statistics.) Descriptions of the following courses are listed in the graduate catalog.

*Fall:*

<b>EDU 610</b>	Student Teaching	6
<b>EDU 612</b>	Practicum	3

*Student may be certified when all certification requirements are completed.*

*Spring:*

<b>EDU 545</b>	Education in a Global Context	3
<b>EDU 617</b>	Advanced Seminar in Multicultural Education	3
<b>EDU 635</b>	Research Design	3

*Summer I:*

<b>EDU 512</b>	Teaching English as a Second Language (ESL) <i>or</i>	
<b>EDU 513</b>	ESL/Teaching Foreign Language	3
<b>EDU 606</b>	Curriculum Design <i>or</i>	
<b>EDU 623</b>	Multicultural Literacy and Curriculum	3

*Summer II:*

<b>EDU 535</b>	Urban Education	3
<b>EDU 640</b>	Thesis/Project	3
<i>Total Credit Hours:</i>		<u>30</u>

**COURSE DESCRIPTIONS**

**110 Community Service Project in Education 1**

An early field experience to be taken as soon as possible in the Education program. Thirty hours of approved work in service to the community with school age children as teacher aide, tutor, inner-city worker, church school teacher or other. The student's written report of the project and a supervisor's evaluation will become a part of the student's record. Graded on P/F basis.

**200 Social and Philosophical Foundations**

**of Modern Education** 3

This course looks at the social foundations of education in American life, the historical foundations of American educational philosophies, and current tension points in American education. Two hours of observation weekly in a school classroom are required for this course. Prerequisite: Permission of instructor.

**201 Introduction to Special Education** 3

This course is designed to provide a full overview of the historical analysis of Special Education: classifications/definitions and patterns of behavior, description of assessment and intervention strategies, legislation and litigation, outside forces that influence Special Education, and an introduction to the people in Special Education and their relationship to the system. Students will concentrate on their particular area of education as it relates to Special Education. Twenty hours of observation required. Prerequisites: Minimum grade of C in EDU 200 or permission of instructor.

**231 Computers in the Classroom** 3

A course designed to acquaint the teacher with the uses of computers in modern classrooms. Topics include: word processing, grade books, data bases, LOGO, and evaluations of educational software. A hands-on course based in the computer lab. Prerequisite: computer literacy or permission of instructor.

**235 Urban Education** 3

This survey course examines major issues in urban education from historical, political, economic, and social perspectives. Students are exposed to the enduring concerns affecting urban communities and schools, explore contemporary challenges to educational equity, and discuss the special needs of urban educators and students.

**250 Field Experience** 3

A full-time field experience in a school requiring a minimum of 90 hours as a teacher's aide. The student must keep and submit a log of the experience. May be done in the following settings: early childhood, elementary, middle-school/secondary, Christian school or special education. A combination of settings may be approved by Education Department. Prerequisite: EDU 200 Social and Philosophical Foundations of Education. Field Experience in Special Education Prerequisite: Minimum grade of C in EDU 201.

**300 Creative Expression** 3

The course investigates creative process within the educational framework. Primary focus is given to concepts of multiple intelligences theory,

multicultural literature, and integrated arts curricula. Both theory and practice are included in this experiential class.

**303 Education and Assessment of Exceptional Students** 3

This course is designed to present traditional procedures employed in the referral, screening, assessment, identification, and placement of exceptional children. Also included is the development of Individual Education Plans (IEPs) to insure appropriate educational programming. Emphasis will be placed on socially and emotionally maladjusted persons and methods of developing their positive self-concept. Students will have the opportunity to examine and administer formal and informal assessments and develop an IEP. Alternative assessment techniques will also be explored. A field placement of two hours per week is required for this course. Prerequisite: Minimum grade of C in EDU 201 or permission of instructor. Offered every other year.

**304 Music for Children** 2

A workshop approach to music methods and materials for children is used. The course includes how to use music creatively and basic music elements and notation.

**306 Science and Health for Children** 3

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

**308 Social Studies and Arts for Children** 3

This is a skills course which stresses creative ways to incorporate multi-cultural, multi-ethnic, and global issues into the teaching of social studies. Students prepare teaching units for classroom presentation using resources which facilitate group involvement in all the arts and content areas. A two hour per week field experience in a community center or public/private school classroom involved in multicultural activities may be required.

**310 Mathematics for the Teacher of Children** 3

This is a hands-on course designed to incorporate basic mathematical concepts necessary for the teacher of children and the application of those concepts to teaching. Students are required to attend an ATMOPAV conference and participate in a two-hour per week field placement.

**327 Moral Education** 3

The purpose of this course is to explore the question "How do we cultivate goodness in the young?" Both theory and practice will be studied.

**328 Early Childhood Education:**

**Principles and Procedures** 3

Discussion of current theories of early childhood education including Montessori method, Piaget approach, Progressive Movement, Behavioral Approach. Models of preschool programs described: Infant Programs, Day Care, Head Start/Home Start, Parent/Child Centers, Programs for the Handicapped, etc. Two hours field work per week are required in varied preschool settings. Offered every other year.

**329 Early Childhood Education: Curriculum and Assessment** 3

Emphasis on creating an environment conducive to early learning with reference to major early childhood program models and related classroom materials. Methods of assessment will be discussed and utilized with preschool children and programs. Two hours of field work per week are required. Offered every other year.

**340 Teaching in the Christian School** 3

A study of the philosophy of the Christian school movement and the integration of faith and learning for such institutions. The implementation of Bible studies into everyday life through drama, discussion, flannelgraphs, art, music, choral renditions, puppetry, role playing and identification will be explored. Offered every other year.

**370 Juvenile Literature** 3

An introduction to important juvenile books and their use in meeting the needs of young readers. Course includes principles of selection and important sources of information about preschool through adolescent literature.

**380 Communication Arts for Children** 3

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

**381 Methods of Nonverbal Communication** 3

This course provides the pre-service teacher with an overview of alternative augmentative communication systems, such as signing, language boards, gestures, computers, adaptive devices. Assessment, interventions and related services and psycho-social issues will be examined. A 20-hour observation in an approved setting is required.

**382 Methods of Classroom Management** 3

Course provides practical classroom management techniques for pre-service teachers. Various strategies and specific interventions from strategies will be

examined. Therapeutic and preventive measures are dealt with as they pertain to the classroom. A 20-hour observation/field placement in an approved setting is required.

**383 Early Intervention in Inclusive Settings** 3

Course presents practical and useful procedures for working with special needs infants and young children and their families. Emphasis is placed on social, cognitive and sensory motor development and appropriate service delivery as required by major legislation mandates. 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: Minimum grade of C in EDU 201.

**401 Teaching of Reading** 3

An eclectic approach to the reading process is explored, considering student learning modes and abilities. A holistic view is taken to various reading systems i.e., phonics, linguistics, organic and experience based, individualized reading. Juvenile Literature is considered a basic part of instruction in reading. The Pennsylvania Framework for Reading, Writing and Talking Across the Curriculum 1990 is used as a text. The scope of the course covers beginning reading, reading in content areas, and reading difficulties of some children. Students tutor a child for a minimum of 10 hours during the semester.

**402 Reading Disabilities** 3

An exploration of how to diagnose reading difficulties and methods of remediation. A resource book will be developed. Prerequisite: Minimum grade of C in EDU 401.

**403 Reading in the Content Area/ Developmental Reading** 3

A course designed to teach secondary teachers the basic concepts of teaching reading and how to use the respective discipline matter to strengthen or support the reading skills of their students. Offered every other year.

**405 Classroom Procedures and Teaching Techniques for Multi-Handicapped** 3

A hands-on experience in techniques for teaching the multiple handicapped and severely retarded. Specialized techniques will include: behavior management, task analysis, use of adaptive equipment and prosthetic devices, prompting and cueing, augmentative communication systems. A field placement of two hours per week is required. Prerequisite: Minimum grade of C in EDU 201 or permission of instructor. Offered every other year.

**409 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. Prerequisites: Minimum grade of C in EDU 250 or permission of instructor. Offered every other year.

**410 Student Teaching** 12  
 Observation and teaching in an approved classroom with guidance and evaluation. At least 12 weeks of full-time student participation is required. Students must apply for student teaching at least one year in advance. The Teacher Education Committee will review all applications and make recommendations for student teaching. Lab fee.

**411 Student Teaching** 3, 6  
 Observation and teaching in an approved classroom with guidance and evaluation. This course may be taken for more than one academic term for a maximum of 12 hours credit. A student who has completed at least one satisfactory semester of teaching may take a minimum of 6 hours. Admission to this course is only by special permission of the Education Department. Grading will be Pass/Fail except for Eastern University degree candidates. Lab fee. Adults with a minimum of one year's teaching experience may be granted up to a maximum of 6 credits toward student teaching through Validated College Level Learning. An evaluation will be carried out by the department and will call for a portfolio which demonstrates mastery of the competencies expected in student teaching. An individual seeking certification must take a minimum of two courses at Eastern University and have his/her official college transcripts of previously earned credit evaluated to ensure that state guidelines for certification are met.

**412 Teaching English as a Second Language** 3  
 The methodology for teaching English as a Second Language. Appropriate for the classroom teacher who has non-English speaking students in the class.

**413 Theories of Second Language Acquisition** 3  
 This course reviews the theories and research that attempt to explain how the acquisition of the second language takes place, the developmental sequences of learning a second language and how learner characteristics influence the process. The course will also explore the practical implications of these findings to classroom teaching.

**415 Art for the Teacher** 3  
 Students will learn basic drawing techniques, theories and methods which enable them to successfully teach art to elementary or secondary classes.

**417 Multicultural Education** 3  
 In this interactive course, students will examine various social science perspectives on multiculturalism and apply theories and principles to educational practices. Students are expected to develop an in-depth understanding of multiculturalism at an individual and a societal level; to examine critically issues in multicultural education; to enhance sensitivity toward children from diverse backgrounds; and to integrate their knowledge and sensitivity into applicable instructional plans. Students will explore their own multicultural past via the cultural autobiography method, write critical responses to reading assignments and produce a creative project to be implemented in instructional settings. Experiential learning, reflection and dialogue are integral strategies of instruction.

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

## English

The English Department offers two concentrations within the English major: Literature and Writing.

### ENGLISH LITERATURE CONCENTRATION

ENG 205, 206	Survey of British Literature	6
ENG 301, 302	American Literature	6
ENG 312	Shakespeare	3
ENG 422	Research Seminar	3
ENG	FOUR 300 and 400-level English Literature electives ( <i>only one 330 course permitted</i> )	12
	<i>Subtotal Credit Hours:</i>	<u>30</u>

*Choose TWO genre courses:* 6

ENG 207	Studies in Drama	
ENG 208	Studies in Poetry	
ENG 220	Studies in the Novel and Short Fiction	
	<i>Subtotal Credit Hours:</i>	<u>6</u>
	<i>Total Credit Hours:</i>	<u>36</u>

*Recommended:*

ENG 203, 204	Masterpieces of European Literature
ENG 310	Critical Theory
LAN 310	Introduction to Linguistics
HIS 333	Medieval and Renaissance England
HIS 334	Great Britain Since 1603



## ENGLISH WRITING CONCENTRATION

ENG 423	Writing Seminar	3
<i>Choose FOUR from the following:</i>		12
ENG 250	Writing Assistant Training Seminar	
ENG 345	Advanced Writing: Journalism	
ENG 346	Advanced Writing: Feature Articles	
ENG 347	Advanced Writing: Autobiography and Short Fiction	
ENG 348	Advanced Writing: Drama and Poetry	
ENG 495	Internship	
<i>Subtotal Credit Hours:</i>		<hr/> 15

### English Literature courses:

ENG 312	Shakespeare	3
ENG	TWO English Literature electives	6

### Choose TWO genre courses:

ENG 207	Studies in Drama	6
ENG 208	Studies in Poetry	
ENG 220	Studies in the Novel and Short Fiction	

### Choose ONE Modern Period course:

ENG 302	American Literature	3
ENG 415	Twentieth Century British Literature	

### Communications course (choose ONE):

COM 205	Mass Media	3
COM 220	Art of the Film	
COM 240	Persuasion and Debate	
COM 260	Communicating Across Cultures	
COM 322	Images in Media Communication	
COM 325	Advertising	
COM 495	Internship	
<i>Total Credit Hours:</i>		<hr/> 36

### Recommended:

ENG 310	Critical Theory
ENG 140	College Newspaper Writing
LAN 310	Introduction to Linguistics

## THE ENGLISH MINOR: LITERATURE

18 hours from literature. One course from ENG 330, COM 205, 220 or 322 may be used.

## THE ENGLISH MINOR: WRITING

Four courses from ENG 250, 345, 346, 347, 348 and six credits of English Literature courses. One course from COM 204, 220, 322 may be used.

## COURSE DESCRIPTIONS

**90 Reading Improvement** 2  
Group instruction and individual exercise to develop speed and comprehension and vocabulary skills. Does not meet core curriculum requirements.

**91 Fundamentals of Writing** 3  
A course designed for students to gain proficiency in writing. Work will include instruction in grammar and in the basic elements of style. Entering students whose scholastic records indicate that they need additional practice in writing are required to take ENG 91.

*NOTE: Students taking ENG 91 must take ENG 102 the following semester in order to receive credit for both courses. Both courses should be taken during the first year. English 91 does not satisfy the core curriculum requirements and must be passed with a grade of C- or better before the student enrolls in ENG 102.*

**92 College Reading: Analysis and Interpretation** 2

A course intended for first-year, transfer, or upper-class students who desire to improve their skills in the areas of analysis, interpretation, and advanced vocabulary development. Materials such as textbooks, newspapers and paperbacks will be used to increase vocabulary skills as applied to critical thinking, to strengthen critical as well as literal reading skills, to increase reading efficiency and to improve interpretative skills. This course is open to all students, but preference will be given to those in the Act 101 Program supported by the State of Pennsylvania. Offered infrequently.

**102 College Writing** 3

A course in analytical writing designed for all students. Work will include discussion of the writing process, practice in writing expository prose and the execution of a research paper.

**105 Business Writing** 3

This course is designed to give an understanding of the writing process by applying specific strategies to and completing a variety of writing tasks. School of Professional Studies only.

**140 College Newspaper Writing** 1

Credit may be earned for significant contributions to Eastern's campus newspaper as determined by the advisor: normally 36 hours or more of staff work, 12 or more published articles, or a combination of staff work and published articles. Credit may be earned more than once. This is an activity course. Graded on a P/F basis.

**200 Applied Journalism** 3

An introductory course designed to train students in the basics of journalism, particularly in the area of news and feature writing and in the development of news judgment. Students will read national and college newspapers to understand trends in contemporary journalism. Some assignments for class will be geared toward publication in the student newspaper; others will develop understanding of the ethics and opportunities of campus journalism and include training in how to handle controversy when it arises. Open to all students.

**203, 204 Masterpieces of European Literature** 3, 3

Recommended background for students intending to major in English. Concentrates on the great works and ideas which have helped to shape the life and thought of western civilization. First semester: to the Renaissance. Second semester: from the Neo-classical Period to the present. Open to all students.

**205, 206 Survey of British Literature** 3, 3

A survey of the important periods, movements, genres and writers of British literature from the Old English to the modern period. Intended as a context for upper-division courses and as a bridge for gaps in the student's knowledge. First semester: Beowulf through the eighteenth century. Second semester: the nineteenth and twentieth centuries. Open to all students. Required for English Literature majors.

**207 Studies in Drama** 3

A study of the development of drama, emphasizing major themes and currents in modern drama. Open to all students.

**208 Studies in Poetry** 3

A study of poetry to discover its intimacy with daily experience, emphasizing the evolution of poetry through its changing use and developments in form and individual expression. Open to all students.

**210 The Literature of Women** 3

A study of the work of women writers who have made significant contributions to literature in the English language, using the tools of both literary criticism and feminist theory. Open to all students.

**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.

**250 Writing Assistant Training Seminar** 3

First of a two-semester sequence that provides training in both theory and practice for students

planning to work as Writing Assistants in Eastern College Writing Center. Topics include writing center theory, effective interpersonal communication, and the teaching of grammar and writing strategies. Students taking ENG 250 to fulfill a requirement for the English Writing and Elementary Education majors must also take ENG 251. Prerequisites: 3.0 cumulative GPA and interview with Writing Center staff during the spring semester prior to course. Offered each fall.

**251 Writing Assistant Internship** 1

Second semester of two-semester sequence. Interns begin to work in the Writing Center, observe fellow Writing Center staff members, perform written self-analysis, and attend weekly class meetings. Prerequisite: successful completion of ENG 250. Offered each spring.

**301, 302 American Literature** 3, 3

A survey of the development of literature in the United States. First semester: from colonial writers to Walt Whitman. Second semester: from Emily Dickinson to contemporary writers. Recommended for juniors and seniors.

**310 Critical Theory** 3

This course begins with the consideration of contemporary forms of literary theory (Structuralism/Deconstructionism), then reviews the history of literary theory, from Plato to the present. Open to junior and senior English majors and minors and those who have the permission of the instructor. Offered in alternate years.

**312 Shakespeare** 3

A study of the development of Shakespeare's art and thought within the context of the Elizabethan Age. Recommended for juniors and seniors.

**314 Chaucer and Medieval Literature** 3

A study of Chaucer in the context of other medieval writers (Malory, Langland, the Pearl Poet, etc.) with attention to continuities from the Old English period.

**326 Renaissance Studies** 3

A study of important authors and themes of the Elizabethan and Jacobean eras, with an emphasis on the development of poetry from Wyatt to Marvell. Recommended for juniors and seniors. Offered in alternate years.

**327 Milton and the Seventeenth Century** 3

A study of the major poet and selected prose writers (e.g., Bunyan) in an age of transition in society and religion. Recommended for juniors and seniors. Offered in alternate years.

**328 English Literature of the Restoration and Eighteenth Century** 3  
A study of the major themes and writers of the period 1660-1800, with an emphasis on poetry but with attention also to drama, fiction and non-fictional prose. Writers such as Dryden, Pope, Swift and Johnson will be emphasized. Recommended for juniors and seniors. Offered in alternate years.

**345 Advanced Writing: Journalism** 3  
Analysis of the forms and the techniques of journalistic writing, reporting, editing and special articles. Enrollment is limited; junior and senior English majors are given first consideration.

**346 Advanced Writing: Feature Articles** 3  
Practice in the writing of magazine and journal articles. Writing assignments include the personal essay, the character profile based on an interview, and the formal essay. Attention is given to manuscript preparation and the selection of publishing sources. Enrollment is limited; junior and senior English majors are given first consideration.

**347 Advanced Writing: Autobiography and Short Fiction** 3  
Practice in the writing of autobiographical essays and short stories. Consideration is given to the relationship of personal experience to fiction. Writing assignments are designed to aid the writer in moving gracefully and deliberately from one to the other. Enrollment is limited; junior and senior English majors are given first consideration.

**348 Advanced Writing: Drama and Poetry** 3  
Practice in writing short dramas and poems. Consideration is given to the formal properties of drama and poetry, and students are asked to produce work in several different forms (e.g., sonnet, lyric, comedy of manners, realistic drama). Enrollment is limited; junior and senior English majors are given first consideration.

**403 The Romantic Movement** 3  
A study of the major themes and poets of the English Romantic movement with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Recommended for juniors and seniors. Offered in alternate years.

**405 The Victorian Age** 3  
An examination of the literature of the Victorian period to see its relation to the tradition of English literature and to gain an understanding of the age and its relevance to the twentieth century, emphasizing the novel and poetry. Recommended for juniors and seniors. Offered in alternate years.

**410 The Teaching of English-Communications** 3  
Designed for junior and senior English majors who are interested in the teaching of English-Communications skills as well as improving their own writing and verbal fluency. Each participant will team-teach with a faculty member in one of the basic writing courses or in a public high school. Admission is by permission of the instructor. 3.0 GPA required.

**415 Twentieth Century British Literature** 3  
A study of selected writers from the British Isles from about 1900 to the present. Recommended for juniors and seniors. Offered in alternate years.

**422 Research Seminar** 3  
Directed research and writing of a substantial paper on a topic to be negotiated by student and instructor. The course will stress advanced research techniques and literary analysis, and will culminate in delivery of the paper in a public forum. Required of all English Literature majors, normally in the senior year.

**423 Writing Seminar** 3  
Directed writing of a major work in a genre to be selected by the student. The work will be performed or presented in a reading to English majors and the English faculty at the culmination of the semester. The work should also be suitable for publication.

## Environmental Studies

### THE MAJOR FOR THE B.A. IN ENVIRONMENTAL STUDIES

BIO 151, 152	General Biology I, II	4, 4
BIO 309	Ecology	4
BIO 320	Environmental Issues	3
BIO 425	Senior Thesis Literature Review	2
BUSA 221	Business Statistics <i>or</i>	
MATH 220	Statistics for the Social and Behavioral Sciences	3
CHE 121,2,3,4	General Chemistry I, II and labs	4, 4
ECON 203	Principles of Economics-Macro <i>or</i>	
ECON 204	Principles of Economics-Micro	3
INST 420	Introduction to Environmental Regulation and Policy	3
INST 480	Environmental Theology and Ethics	3
POS 103	American Government	3
	<i>Subtotal Credit Hours:</i>	<u>41</u>

Choose TWO field biology courses from Au Sable Institute offerings (see Biology course listings or [www.ausable.org](http://www.ausable.org)), or an equivalent approved program, such as:

BIO 301	Land Resources	
BIO 302	Limnology	
BIO	Conservation Biology	
BIO 482	Restoration Ecology	
CHEM 332	Environmental Chemistry	
GEO 316	Field Geology	
<i>Subtotal Credit Hours:</i>		8

Choose TWO additional science courses related to environmental studies from offerings at Eastern or Au Sable Institute:

<i>Subtotal Credit Hours:</i>	6-9
<i>Total Credit Hours:</i>	55-58

### THE MINOR IN ENVIRONMENTAL STUDIES

The minor in Environmental Studies requires eighteen hours as follows: BIO 151 or 152; 309; 320 or BIO 420 /INST 420; one field course from Au Sable Institute approved by Biology department; an additional elective from AuSable Institute or BIO 151, 152, 215, 290, 320 or 420.

## Fine Arts

### THE MAJOR FOR THE B.A. IN ART HISTORY

Students may major in Art History through a cooperative program with Rosemont College. For further information contact the Registrar's Office.

#### Courses to be taken at Rosemont College

History of Western Art I <i>or</i>	
<i>FA120 at Eastern</i>	
Ancient Art	
Renaissance Art	
Early Christian & Medieval <i>or</i>	
Early Chris & Med Art: Crafting Clay	
Mannerism & Baroque Art	
Nineteenth Century Art	
Studio Art course	
History of Art electives (2)	
Research/Method in History of Art	
History of Art Criticism	
History of Art Internship	

### THE MAJOR FOR THE B.A. IN STUDIO ART

Students may major in Studio Art through a cooperative program with Rosemont College. For further information contact the Registrar's Office.

#### Courses to be taken at Rosemont College:

<i>Art History:</i>	History of Western Art I <i>or</i>
	FA 120 at Eastern
	Art History electives (2)

<i>Studio Art:</i>	Drawing I
	Drawing II
	Painting I
	Visual Fundamentals I, II
	Printmaking I
	Sculpture
	Options in Art
	Senior Seminar
	Computer Graphics <i>or</i>
	FA 130 at Eastern
	Studio Art elective

### ART CERTIFICATION (K-12)

Students may obtain certification for Art (K-12) through Rosemont College. Contact the Eastern University Registrar for a sequenced listing of courses including Rosemont's Elementary Art Methods, Art in Secondary Schools and Student Teaching. The program is designed for nine semesters (4-1/2 years).

#### Courses to be taken at Rosemont College: Major for the B.A. in Studio Art

#### Courses may be taken at Eastern University:

<i>Education:</i>		
EDU 200	Foundations of Education	3
EDU 201	Introduction to Special Education	3
EDU 250	Field Experience	3
EDU 403	Reading in the Content Area	3
EDU 417	Multicultural Education	3
PSY 207	Developmental Psychology	3
PSY 211	Educational Psychology	3
<i>Subtotal Credit Hours</i>		21

### THE MINOR IN FINE ARTS

FA 110	Introduction to Music	3
FA 120	History and Appreciation of Art	3
THR 204	Introduction to Theatre	3
Electives in Music, Art, or Theatre		9
<i>Total Credit Hours:</i>		18

(Activity credits in this minor are limited to a total of four hours.)

### COURSE DESCRIPTIONS

**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.

### 120 History and Appreciation of Art 3

The study and enjoyment of art and its various expressions, particularly painting, sculpture and architecture. Course uses an historical approach in which each of the great periods of art is considered in relation to its social, religious and philosophical conditions.

### 140 Opera: Total Art 3

In the process of listening to the great masterpieces of the musical genre, opera, this course enables the student to appreciate opera as a collaboration of many arts (music, theater, dance, visual arts), united in one great artistic event. From its origins in the Baroque period to the 20th century, the student will gain insight into the history of classical music through the development of opera as represented by the hallmark characteristics of the great operatic composers from each period of music (i.e., Baroque, Classical, Romantic and 20th century). In addition, this course enables the student to gain appreciation for the glorious art of singing, to observe the role of the orchestra in opera, to recognize the importance of the literary text or libretto, and to observe opera's reflections on the spirit of the times.

## Geography

### COURSE DESCRIPTION

#### 201 World Geography 3

A survey of world geography and an intensive study of the relationship of humankind to their natural environment. Climate, topography and natural resources in various regions of the world are examined for their effect on the culture, economy and welfare of the population.

## History

### THE MAJOR FOR THE B.A. IN HISTORY

A minimum grade of C in INST 160, 161 is a requirement for all History majors.

HIS 201/202	U.S. History Survey	3,3
HIS 210	Historiography	3
HIS 416	Senior Seminar	3

(HIS 210 is a prerequisite for HIS 416)

Choose ONE from the following courses: 3

HIS 315	Ancient Greece
HIS 316	Rome: Republic and Empire
HIS 317	Early Middle Ages

HIS 318	High Middle Ages
HIS 319	The Renaissance
HIS 320	Age of Reformation: 1500-1648

Choose ONE from the following courses: 3

HIS 321	The Age of Reason: 1648-1789
HIS 322	The Age of Revolutions: 1789-1848
HIS 323	The Age of Empires: 1848-1914
HIS 324	Twentieth-Century Europe
HIS 325	Cultural & Intellectual Origins of the Holocaust
HIS 420	European Intellectual History

Choose ONE from the following courses: 3

HIS 435	U.S. Legal History
HIS 440	The Black Church in America
HIS 450	Colonial and Revolutionary
HIS 460	The Early American Republic
HIS 470	American Intellectual History
HIS 480	Civil War and Reconstruction
HIS 485	The Gilded Age and Progressivism
HIS 490	The Modern United States

Choose TWO from the following courses: 6

HIS 333	Medieval and Renaissance England
HIS 334	Great Britain since 1603
HIS 335	World since World War II
HIS 341	History of Women
HIS 342	Topics in the History of Science
HIS 350	African-American History
HIS 352*	Russian History
HIS 353*	History of the Middle East
HIS 354*	History of Latin America
HIS 371*	The Byzantine Empire
HIS 372*	Eastern Orthodox History and Theology
HIS 370	History of Economic Thought

(\*fulfills non-western, breadth Core criterion)

Electives in History	15
Total Credits	42

### THE MINOR IN AMERICAN HISTORY

HIS 201, 202 and 12 additional hours selected from HIS 435, 440, 450, 460, 470, 480, 485, 490.

### THE MINOR IN EUROPEAN HISTORY

INST 160, 161 and 12 additional hours selected from HIS 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 333, 334, 352, 371, 372, 420.

## COURSE DESCRIPTIONS

Courses are normally offered on alternate years, with HIS 201, 202, offered each semester; and 210 and 416 offered annually in the Fall.

A minimum grade of C in HIS 210 or consent of the instructor is prerequisite for History majors for all courses numbered 300.

### 201 U. S. Survey to 1877 3

Survey of the history of the United States from its colonial beginnings to the close of reconstruction following the Civil War. Political, economic, social and cultural developments will be stressed.

### 202 U. S. Survey Since 1877 3

Survey of the history of the United States from the close of reconstruction to the present time, stressing political, economic, social and cultural developments.

### 210 Historiography 3

This course orients students to the types of history, historical schools and major sources needed for historical research. It provides the basis for historical analyses and research projects of many upper division history courses and should be taken early in the History major.

### 315 Ancient, Classical, and Hellenistic Greece 3

Covers the history of Ancient Greece and the rise of the Greek peoples from 1400 BC to its eventual subjugation by the Romans in the second century, BC. Covers major epochs, political actors, thinkers, writers, institutions, cults and religion, apologists, and political and cultural expansion.

### 316 Roman Republic and Empire 3

Covers the history of Rome from the Earliest Republic to its supremacy as Empire, till its collapse in the West under the Barbarian invasions. The major epochs, political actors, thinkers, writers, institutions, religions and cults, apologists and controversies, and its expansion politically, materially, and culturally will be covered.

### 317 Early Middle Ages (c. 410-c. 1000) 3

Beginning with the collapse of the Western Roman Empire, this course treats the origins of the new western European civilization through its troubled birth among various invaders, Germanic, Nordic, Magyar, and Saracen, and the synthesis that emerged between the old and new orders as tempered by the Christian Church, through the 10th century.

### 318 High Middle Ages (c.1000-c.1330) 3

Covers western European History from the eleventh through the early fourteenth centuries, emphasizing the conflicts of Church and state, the development of the medieval synthesis, the rise of the Feudal monarchies, the relations of the West with Byzantium and Islam, and the intellectual, cultural, and economic expansion of western Europe.

### 319 The Age of the Renaissance (c.1330-1536) 3

This course covers the fourteenth, fifteenth, and early sixteenth centuries of western European history, emphasizing the period's literary, artistic, cultural, intellectual, and religious elements generally termed as Renaissance Humanism. Emphasis is also placed on the conflicts within the late medieval church, the decline of the Byzantine Empire and its impact on the Renaissance, and the rise of the nation state.

### 320 The Age of the Reformation (1500-1648) 3

A study of the political, economic, cultural and religious developments in the age of the Reformation in the sixteenth and early seventeenth centuries against the background of the later Middle Ages and the Renaissance.

### 321 The Age of Reason (1648-1789) 3

An in-depth study of the intellectual, political, social, and religious aspects of Western Europe in the late seventeenth and eighteenth centuries, emphasizing the growing secularization of European thought in the period.

### 322 The Age of Revolution 3

Beginning with the French Revolution, this course will examine the radical political, ideological, social, artistic and literary movements that transformed the face of Europe in the nineteenth century.

### 323 The Age of Empires (1848-1918) 3

Beginning with the Revolutions of 1848, this course will study the growth of nationalism, imperialism, and colonialism, examining how these forces became major factors in the outbreak of the First World War.

### 324 Twentieth Century Europe 3

A study of European civilization in the twentieth century beginning with the causes of World War I, the events of that conflict including the Russian Revolution and the peace treaties, the rise of dictatorships leading to World War II, decolonization, the Cold War through the collapse of communism, the growth of socialism, the welfare state, and the European Economic Community.

**325 Cultural & Intellectual Origins of the Holocaust** 3  
 Explores the historical, cultural, psycho-sexual, social, and religious roots of the totalitarian (Nazi) mind, in an effort to comprehend one of the great enormities of the 20th century: the systematic mass murder of Jews and other groups in Europe, from the late 1930's through the Allied Liberation of the Death Camps in 1945.

**333 Medieval and Renaissance England** 3  
 A study of Anglo-Saxon England, the Norman Conquest and its results, medieval England, and the Tudor period.

**334 Great Britain Since 1603** 3  
 A study of the political and social history of Great Britain and the British Empire from the reign of King James I to the present.

**335 The World Since World War II** 3  
 A study of the history of the world from the close of World War II with a focus on Europe, the United States, China, the Far East, and the Third World nations. Major topics: post-war reconstruction, the Cold War, the end of colonialism, the emergence of Third World nations, the decline of Communism, and the new world order.

**341 The History of Women** 3  
 An examination of the roles women have played in Western history, with special attention to the social attitudes that defined women and their activities. May be used in the Gender Studies Minor.

**342 Topics in the History of Science** 3  
 Treats variously the several branches of science, technology, medicine, and psychiatry, inter alia, and their interplay with social values, intellectual currents, cultural assumptions, and scientific pursuits. Case studies will emphasize the relationship of the respective sciences with their cultural and intellectual life.

**350 African-American Historical Survey** 3  
 A study of the emergence of the African-American community including the African roots, the American system of slavery, slave resistance and the abolitionist movement, Civil War and Reconstruction, growth of the Jim Crow system, the Civil Rights movement, and the impact upon the family, church, and social structures of the community.

**352 Russian History** 3  
 Religious, political, economic, and intellectual development of Russia from Kievan Russia to the present.

**353 History of the Middle East** 3  
 A study of the history of Western Asia and North Africa from the time of Muhammad to the present, with emphasis on the development of Islamic civilization, the growth and decline of the Ottoman empire, and the development of modern nationalism in the region.

**354 History of Latin America** 3  
 A study of Latin American History from the Indian and colonial periods to the present with concentrated study on the major problems of the twentieth century.

**370 History of Economic Thought** 3  
 Course examines major developments in the history of economic analysis, placing special emphasis on the way that respective social milieus of economic thinkers affected their understanding of the economic order. Particular attention is given to ideological and cultural factors which have shaped the development of capitalism. Prerequisites: Minimum grades of C in ECON 203, 204.

**371 The Byzantine Empire** 3  
 A survey of the history and culture of the Byzantine Empire (c. 300-1453) in art, literature, theology, diplomatics, statecraft, the writing of history, and military administration; noting its place in the medieval world, the writers and voices of Byzantium itself, and its impact on the world to the present.

**372 Eastern Orthodox History and Theology** 3  
 This course introduces the historical trends and doctrinal themes of the Eastern Orthodox Church by the use of materials both theological and historical; tracing developments through the early Christological and Trinitarian controversies, and how these influenced Orthodoxy's later mystical piety, iconography, liturgy, and prayer. (Applies as a Theology Elective.)

**416 Senior Seminar in History** 3  
 The goal of this course is a research paper upon a subject mutually agreed upon by the student and the department. The course shall have one faculty member who oversees all research, and who will be the final arbiter of all grades, though in consultation with the other members of the department. The student whose chosen field falls outside of this particular faculty member's expertise shall consult one of the other History faculty who shall guide the student.

**420 European Intellectual History** 3  
 This course surveys principal patters of European intellectual and philosophical life, from the early 1600's to the collapse of Marxism at the end of the twentieth century.

**435 United States Legal History** 3

An introduction to the history of American law and legal institutions from the Declaration of Independence in 1776 to the establishment of women's suffrage in 1920. Topics include constitutional change, the development of American judicial and legislative institutions, the history of the franchise, the law of slavery, the law of marriage and divorce, economic regulation, and criminal law.

**440 The Black Church in America** 3

The development of the religious experience among African-Americans beginning with the African roots, the slave and free black churches, the impact of emancipation, the struggle for status and Civil Rights, and the modern alternatives; emphasis will be given to the leadership of the movement.

**450 Colonial and Revolutionary America** 3

From the early encounter of European and Native American cultures at the close of the fifteenth century to the ratification of the United States Constitution in 1788. Particular attention is paid to the rise of slavery, the meaning and impact of the Great Awakening, the growth of the colonial economy, and the emergence of a distinct colonial political culture. The course concludes with discussion of the Revolutionary War era, from the breakdown of the British imperial system to the formation of an independent United States under a republican constitution.

**460 The Early American Republic** 3

From the ratification of the Constitution in 1788 to the close of the Mexican War in 1848. Particular attention is paid to the development of political parties, geographic expansion, the market revolution, religious renewal and change, and the racial and sectional tensions arising from the institution of slavery.

**470 American Intellectual History** 3

A course in the origins and development of the various ways in which Americans invoked ideological or philosophical interventions to change or protect their lives, whether those interventions took the form of literature, philosophical treatises, protest writings, or writing about art and architecture. We will concentrate especially on several salient themes in American intellectual history: the interaction of America as a province with Europe, the long-term influence of Christianity and especially Calvinism, the role of the Lockean Enlightenment and its controversy with Christianity, and the impact of ideas on social structure, as exercising either a conserving or reforming influence.

**480 Civil War and Reconstruction** 3

From the close of the Mexican War in 1848 to the end of Reconstruction in 1877. Focuses on the

political crises leading up to the Civil War; the course of the war on the battlefields and among civilian populations; the internal social and political conflicts arising from the war in both the Union and the Confederacy; and the impact of Reconstruction on race relations in the South.

**485 Gilded Age and Progressivism** 3

This course focuses on Reconstruction of the American Republic after the Civil War, and the conflicts generated by post-war disillusion with the republican ideal and development of mass market industrial capitalism. Special emphasis is placed on the Progressive critique of industrialism and the period's consummation in World War I.

**490 The Modern United States** 3

This course will study the emergence of the United States as a world economic and political power. Particular attention will be given to post-1945 ideological and political struggles between the United States and the Soviet Union and the long-term economic after-effects of that struggle.

## **Interdisciplinary Studies**

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### **COURSE DESCRIPTIONS**

**100 Introduction to Leadership** 2

A seminar designed to provide the academic and experiential knowledge of leadership theory and practice. Each participant will understand and use her or his own leadership style and be able to identify and analyze leadership issues as they are played out within groups on campus. Prerequisite: leadership grant or permission of the instructor.

**150 Introduction to Faith, Reason and Justice** 3

This course introduces students to the mission and values of Eastern University by exposing them to the three major commitments of the University: faith, reason, and justice, as well as to the related themes of community, scholarship, service, and church. Students are assigned sections by major area of interest. The instructor is their academic advisor for the first year. Twenty hours of service learning is part of the course requirement. Required of all students with fewer than 24 hours of college classroom credit, to be taken in the first semester on campus.

**160 Heritage of Western Thought and Civilization: The Ancient World** 3

This course will survey the origins and development of Western civilization in its literature, philosophy and history, from the ancient world through the Middle Ages to the first European empires. It will ask, from both Christian and



competing perspectives, how Western civilization has attempted to define human relations, public government, and its understanding of the natural world. The class is organized around a core of readings in primary sources.

**161 Heritage of Western Thought and Civilization: The Modern World** 3

This course will survey the emergence of modern Western civilization to global stature through its literature, philosophy and history, from the French Revolution through the end of the Cold War. It will ask, from both Christian and competing perspectives, how modern Western civilization has incorporated the industrial, intellectual, scientific and political revolutions of the 19th and 20th centuries, and how they have challenged the Christian faith. The class is organized around a core of readings in primary sources.

**201 The Creative Process** 3

This course entails attending all presentations in the Cathedral School Creative Arts series (fall semester) and submitting written responses to them plus attending a reading seminar on campus (meeting in weeks between Cathedral presentations) where students will explore various theories of creativity with their theological, sociological and psychological implications. Each student will be expected to present a major project in the final meeting. Open to all students.

**213 Heritage of India** 3

This is a course in the history, literature, philosophy, and values of India. The Indian civilization covers a 4,000-year span and includes influences from the Middle East, China, and Europe; yet it has had a consistent tradition of its own. We will examine the Indian perspective through its current social structure, religion, literature and the arts, and by archeology and writings of past centuries. Throughout, we will give Christian critique as well as appreciation for the thoughts and practices that this civilization has produced.

**214 Africa's Triple Heritage and the Modern World** 3

This course explores the nature and impact of the modernization process and modernity on the African continent. A review of the history of the "Triple Heritage" (African indigenous, Islamic and Western Christendom) will acquaint the student with the primary ideas and traditions that shape the African outlook. A model of modernity as it has developed most fully in the West will be elaborated and a critical exploration of its applicability to African experience will be probed. Biblical and theological questions and resources will be explored in order to construct a Christian in Africa.

**215 Heritage of Native North American Peoples** 3

This course will cover origins of the earliest Americans and the subsequent development of culturally distinct areas across North America, and identify and explore historical and cultural contributions. Specific contemporary problems and issues, the current status of Indians' struggle for survival, and implications for the future and ongoing contributions of the American Indians to the greater American culture will be investigated.

**216 The Heritage of (Country or Region)** 3

Under the rubric, *The Faith and Art Series*, a series of travel courses for students who seek to know the meaning and function of artistic expressions within the faith communities of the world. Offered throughout the year, and in selected locations around the world, students will dialogue and participate with artists and their music, dance, poetry, and art. Participants will gain first-hand knowledge of a culture's worldview and the role of the arts in worship and life within urban contexts. Specific emphasis is placed on the arts in community transformation.

**217 Poverty, Oppression and Development in Africa** 3

The course deals with why Africa, particularly sub-Saharan Africa, is mired in poverty, oppression, and underdevelopment, and discusses the alternative development approaches and strategies sub-Saharan African communities could follow.

**250 Science, Technology, and Values** 3

This course will examine scientific ways of knowing, the impact of technology on our culture, the influence of scientists' values on their research, and how research findings impact our culture's values. As an interdisciplinary course, the focus will be on critically reflecting on the nature and scope of science and technology, helping students to understand how scientific theories are constructed and the context in which they arise, and how science and technology relate to other aspects of our cultures. Required of all students during their second year. Recommended: A lab science for the core prior to taking this course.

**270 Justice in a Pluralistic Society** 3

This interdisciplinary course uses both biblical and philosophical frameworks to examine the complexities of social justice in a pluralistic society. The focus is on the United States, with connections to the global community. Principles of social justice are used to explore issues of race, gender and class. Emphasis is placed on the student understanding her/his own identity and life situation, including what values, attitudes and knowledge have shaped her/his own world view. Attention is given to students developing skills in interacting with people from diverse groups

and in bringing about social justice in the larger society. Required of all students during their second year. Fulfills one elective in Political Science major.

### **300 Leadership Development Practicum 1**

A practicum for students holding leadership positions in campus groups. Participants will consider different leadership styles, the functions of a leader, group dynamics and communication skills, while identifying and exercising their own individual leadership styles. Prerequisite: permission of the instructor. Grading is P/F.

### **380 Neighborhood Economic Development 3**

Course will focus on role of cities and city governments in faith-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 services.

### **420 Environmental Regulation and Policy 3**

The course will briefly survey environmental policy in the United States and give overviews of specific critical areas, such as wetlands, coastal zones, mining, aquifer protection, environmental audits. A case study approach will be used with selected areas, and students will gather and use ecological information and relevant government regulations to create cost-effective, workable solutions. Prerequisites: Minimum grades of C in BIO 151, 152, 309. See also BIO 420. May apply to Political Science major.

## **CAPSTONE COURSES**

### **480 Christian Perspectives 3**

The purpose of Capstones is to provide a point of culmination and integration to the educational experience of the undergraduate student. It seeks to build on and extend his/her abilities to utilize a Christian world view by intelligently applying biblical and theological resources to a given topic of significant importance to the contemporary world. It also utilizes the perspectives and approaches of at least two disciplines so as to model and explore the unity of truth across disciplinary boundaries. Prerequisite: Junior or senior standing. Topics will vary depending on the faculty involved and may include the following:

#### **Aesthetics**

This course enables the student to explore relationships between Christian faith, art-making and aesthetics. Included is the application of critical thinking in theory and practice to develop connections of informed performance with personal Christian faith.

Connections of repertoire with contemporaneous cultural disciplines and institutions such as philosophy, government, economics, theology, and sociology provide the student with a culminating research and performance opportunity. Additionally, the course provides experience in facility management, iteration, public relations and advertising.

#### **Christian Hospitality**

This seminar provides an introduction to the Christian tradition of offering hospitality to strangers and others, and opportunity for reflection on hospitality as a moral practice, particularly as this is related to contemporary issues of diversity and inclusion in church and society. Students will gain familiarity and engage critically with biblical texts on hospitality, historical practices of hospitality within the church, and contemporary practices and theoretical discussions of hospitality. They will have opportunity to reflect on the tensions between maintaining a distinctive Christian identity and welcoming strangers, as well as difficulties and limitation of Christian hospitality, and will participate in articulating a theology and practice of hospitality that addresses issues of cultural diversity, race relations, homelessness, refugees, migrant workers, and persons with disabilities.

#### **Constructing a Christian Worldview**

This course begins by considering what a worldview is, then compares some historical and contemporary worldviews which are non-Christian; for example, Deism, Naturalism, Nihilism, Pantheism. We then consider variations in Christian worldviews, using Richard Niebuhr's five-fold typology from his book *Christ and Culture*. The rest of the course is spent exploring the implications of Niebuhr's "Christ Transforms Culture" position, applying this approach to such areas as work, family life, public life and race relations.

#### **Environmental Theology and Ethics**

Foundational ideas of Christian thought—God as creator, reconciler and redeemer; the human as the image of God; and the earth as the theater of redemptive history—and biblical themes are examined for use in constructing a theology and ethics of the environment. Ethical issues raised by population growth, resource depletion, environmental degradation and runaway technology will be considered in the light of a well-ordered Christian theology. The viability and validity of a Christian environmental ethic will be contrasted and defended against alternative environmental ethical perspectives and contemporary deformations of Christian thought.

### **The Evangelization of Mexico: Past and Present**

A travel course which begins with classroom study of Aztec and Mayan texts and codices and those of the Spanish conquistadores and Franciscan priests to gain an understanding of the respective worldviews that clashed at the time of the Conquest. The course will also focus on the cult of the Virgin of Guadalupe, Mexico's patron saint, and the syncretism of pre-Colombian and Catholic religious practices that emerged as a result of the Conquest. At mid-semester break students will travel for 10 days, first to Mexico City and then to the Yucatán to visit pre-Colombian ruins and the shrine dedicated to the Virgin of Guadalupe. The class will also explore the recent spread of Protestant evangelicalism in Mexico first through classroom study and then by on-site visits to evangelical churches in Mexico. For juniors and seniors only.

### **Evolution, Creation and the Organization of Biology**

An advanced course studying the theoretical base of the origin of biological forms. The course discusses the nature of scientific theory, evolution and creation as theories, biological system theory, the mechanisms of population change, fitness and speciation, and the integration of faith and scientific work. Prerequisite: Minimum grades of C in BIO 309, 312 or permission of the instructor.

### **Film, Faith and Philosophy**

A consideration of philosophic and faith issues in contemporary film, focusing on the issue of moral choice but considering other relevant aspects as well. Beginning with lectures and workshops on analyzing film techniques and moral decisions, the class will proceed by viewing and analyzing approximately eleven films by both American and foreign directors.

### **Nonviolence and Peacemaking for the 21st Century**

Violence has been endemic in human nature since the beginning, but the 20th Century, with two world wars and over one hundred smaller conflicts, nuclear weapons, the holocaust, and other genocidal events, was the bloodiest in history. The events of September 11, 2001, highlighted the threat of global terrorism, which cannot be eliminated with the usual weapons and armies. This course will examine the causes of violence and offer alternatives to war based on the growing success of nonviolence, conflict resolution, and other methods of peacemaking. Research findings from the social sciences will be applied along with Biblical/theological themes, and the importance of acting as God's agents to create a world of peace and justice will be emphasized.

### **Pilgrimage to the Holy Land**

This is a travel course to Israel and Egypt where the history, archeology, modern politics and faiths of Judaism, Islam and Christianity are the subjects to be encountered first hand. Visits to locales in Israel and Egypt will be supplemented by special lectures on site.

### **Reading Seminar**

This course is designed to encourage critical reflection and debate on selected problems and concerns in the respective intellectual journeys of students. Within a framework of collegiality, the seminar aspires to strengthen the self-confidence and critical faculties of student participants and assist them in understanding how "structures of discernment" influence one's approach to foundational questions of human life.

### **Sport in American Culture**

A course designed to challenge students to analyze current theories and research in the area of sport and society from a Christian perspective. Special attention will be given to moral, ethical, racial, economic, and gender-based issues in sport, and the contribution these often controversial areas have made to the evolution of American culture.

### **Text in Context**

A travel course starting with classroom study and concluding with on-site application of the studied material. The aim is to experience, explore, analyze and understand the interrelation of various arts (literature, painting, sculpture, theater, music), history, environment (geographical, architectural, political) within the larger context of faith. Different countries and cities and different themes will be emphasized in different years. Possibilities include London/England, Ireland, Scotland, Italy.

### **The Holocaust**

The Cultural and Intellectual Background to the Holocaust focuses on reactionary writings, circa 1740-1945, that illuminate the lineage of Nazi ideology. The course asks the hard questions not generally asked, even in "*Holocaust Studies*": What WERE the Nazis thinking when they mass murdered Jews and other minority populations? What is the lineage of totalitarian/racist thought? What is the relationship between Nazi, eugenic, racist, and conservative thought? The course aims to transform students' understanding of one of the great enormities of the modern world, via an advanced engagement with primary documents, as well as with secondary texts from George Mosse, George Steiner, Isaiah Berlin, and John Carey, among others.

## Understanding Love

This course will combine history, literature, political science, sociology, philosophy and theology to examine ideas of love in the western world and reflect on the ways in which love has been incorporated into social relations and spiritual aspirations from antiquity up to today. The goal is to introduce the tradition of thought about love and help form a spiritually grounded critique of contemporary ideas of love. The course will have two main parts: ancient and medieval traditions of love as aspiration to higher truth, centering on the Christian concept of charity or caritas and modern traditions of secular love, centering on nineteenth century romance. The goal is to use study of both traditions as a way to gain a critical grasp on the problem of love in relation to contemporary "relationships." In putting all this together the course will look at (1) Plato's formulation of classical conceptions of love, (2) biblical conceptions of love, (3) the Augustinian synthesis of these as Christian caritas, (4) the secularization of caritas in medieval traditions of courtly and marital love, (5) the refocusing of secular love in the Renaissance and Reformation as a temporal ideal of companionate marriage, (6) the development of enlightened liberalism and the invention of romantic love in the 18th and 19th centuries, and (7) the transformation of romantic love into the post-modern ideal of intimacy in "relationships."

## Urban Studies

This seminar will cover definitions and issues in housing, social and economic justice, neighborhood quality, urban economic development, neighborhood visioning and provision of public services. Students are expected to develop a comprehensive plan for a local faith-based, economic or community development organization.

## Wisdom

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. 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. This course seeks to understand wisdom: what it is, its origins, how it is acquired, and how it is practiced. Its purpose is to provide students with a biblical, 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.

## Languages

Any questions about placement level should be directed to the Language Department.

Language majors must apply one semester in advance for the Academic Study Abroad program and have grades of B or better in the language. A minimum of six semester hours of study abroad is required.

Students seeking certification to teach languages must satisfy all requirements of the Commonwealth of Pennsylvania (contact the Education Department). Students are tested in the methodology of teaching languages and in oral proficiency.

### COURSE DESCRIPTIONS

#### 310 Introduction to 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. Offered every fall.

#### 350 The Teaching of Modern Languages and English for Speakers of Other Languages 3

This course is designed to give students an introduction to the prominent theories and applied research in the field of second language acquisition that have informed the language teaching profession in recent years. At the same time, the course offers guidance and practice in the practical matters of teaching language courses at the K-12 level: proficiency-based instruction, lesson planning, textbook evaluation, testing, individual learning styles, materials design and use of new technologies in instruction.

#### 495 Internship 2-12

A supervised internship in an off-campus organization, in the United States or abroad, that is language and missions focused. Student must provide his/her own transportation and report to an on-site supervisor. A plan of work must be submitted before internship is approved and appropriate documentation must be filed with student's advisor.

## French

### THE MAJOR FOR THE B.A. IN FRENCH

*The following requirements in French are beyond the 201, 202 level:*

<b>FRE 301, 302</b>	Conversation and Composition	3, 3
<b>FRE 401</b>	French Culture and Civilization	3
<b>FRE 402</b>	Francophone World	3
<b>FRE 403, 404</b>	Survey of French Literature	3, 3

<b>FRE 405</b>	Francophone Literature	3
<b>FRE 408</b>	Advanced Grammar and Conversation	3
<i>Choose Two of the following:</i>		6
<b>FRE 323</b>	17th Century French Theatre	
<b>FRE 324</b>	20th Century French Drama	
<b>FRE 326</b>	20th Century French Novel	
<b>FRE 328</b>	19th & 20th Century French Poetry	
<i>Total Credit Hours:</i>		<hr/> 3 0

At least six credit hours of study abroad is required for the major. A minimum of fifteen credits for the major must be taken at Eastern. A semester abroad can fulfill up to fifteen credit hours of the courses listed above.

### THE MINOR IN FRENCH

Eighteen hours in French which may include FRE 101-102 and 201, 202.

### MINOR IN FRENCH CIVILIZATION

The Minor in French Civilization may include any eighteen hours in French.

### COURSE DESCRIPTIONS

**101-102 Elementary French** 3-3  
Basic grammar, vocabulary and composition with drills in reading and conversation. Language laboratory.

**103 Accelerated Elementary French** 3  
A one-semester accelerated French course that covers two semesters in one, equivalent to FRE 101-102, for students with two years or less of French in high school. Language laboratory meets one hour a week in addition to three hours per week class time. Students must contact Language Dept. to take placement test for admission.

**201, 202 Intermediate French** 3, 3  
Review of grammar and vocabulary with opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: Grade of B in 100-level course or 3+ years of high school French.

**301, 302 Conversation and Composition** 3, 3  
Focus on the oral use of the target language with regular student presentations, interviews and reports. The development of academic writing in the target language is stressed. Journalistic and literary readings included.

**323 Seventeenth Century French Theater** 3  
A study of classic French theater, comedy and tragedy, including Corneille, Racine and Molière.

Their works and contributions to world drama will be studied in depth. Open to students who have completed FRE 202 or equivalent with a minimum grade of C, preferably those who have had at least one 300-level course. Taught in French. Prerequisites: Minimum grades of B in FRE 301, 302.

**324 Twentieth Century French Drama** 3  
A study of the authors and texts in twentieth century drama, including Giraudoux, Anouilh, Sartre, Camus, and others. Their relationship to philosophical and religious tenets will be emphasized. Taught in French. Prerequisites: Minimum grades of B in FRE 301, 302.

**326 Twentieth Century French Novel** 3  
A study of the contemporary French novel and biography beginning with Colette, Proust, Mauriac, Gide, including Sartre, Camus and Simon de Beauvoir, Céline, Duras, Yourcenar and others. Their relation to one another and to philosophy, world literature and history will be analyzed. Taught in French. Prerequisites: Minimum grades of B in FRE 301, 302

**328 Nineteenth and Twentieth Century French Poetry** 3  
A study of the history and texts of Romanticism, Parnassianism, Symbolism, Surrealism and beyond. Poets studied include: Hugo, Baudelaire, Verlaine, Rimbaud, Mallarmé, Apollinaire, Prévert, Ponge, Saint John Perse. Similar examples of these movements in art are studied. Taught in French.

**361 French Culture to the Present** 3  
A cultural introduction to a people, their lifestyles and thought. Culture as expressed in history, music, art, philosophy and literature will be emphasized. Contribution of France to the world culture will be analyzed. Taught in English. No prerequisites. To be offered upon adequate demand.

**401 French Culture and Civilization** 3  
Introduction to geography, history, music, art and other phases of culture and civilization of France. Prerequisite: Minimum grade of B in FRE 202 or equivalent. Offered in alternate years.

**402 Francophone World** 3  
The history, geography and cultures of French-speaking countries in North America, Africa and the Caribbean, their development, and their relationship to one another and to the world. Taught in French.

**403, 404 Survey of French Literature** 3, 3  
Literature from the "Chanson de Roland" to the present will be studied with attention to major movements. Prerequisite: Minimum grade of B in FRE 202 or equivalent.

**405 Francophone Literature** 3  
A selection of literature in French from Africa, Canada, and the Caribbean in all genres will be studied. Taught in French. Minimum grades of B in FRE 301, 302. Offered in alternate years.

**408 Advanced Grammar and Conversation** 3  
This course includes intense review of grammar, vocabulary, and idioms as well as intensive use of drills and exercises to develop competence and fluency in speaking and writing idiomatic French through conversation, debates and oral presentations. Prerequisites: Minimum grades of B in FRE 301, 302.

**420 French Senior Thesis** 3  
An optional course open to seniors who wish to graduate with honors. A research paper and an oral examination on a literary theme or a cultural topic are required. Prerequisite: Permission of the department.

## Greek

**101–102 Biblical Greek** 3–3  
An introductory study of Biblical (Koine) Greek. Two semesters.

**201, 202 Advanced Greek** 3,3  
Advanced study of Biblical (Koine) Greek. Two semesters. Prerequisites: Minimum grades of C in GRE 101-102.

## Hebrew

**101-102 Biblical Hebrew** 3-3  
An introductory study of the fundamentals of Hebrew vocabulary, morphology, and syntax. Texts from diverse time zones will be translated, including Genesis, Isaiah and Ruth.

**201, 202 Advanced Hebrew** 3, 3  
Advanced study of classical Hebrew including reading and grammar. Prerequisites: Minimum grades of C in HEB 101-102.

## Spanish

### THE MAJOR FOR THE B.A. IN SPANISH

*The following requirements are beyond the Spanish 201, 202 level.*

<b>SPA 301, 302</b>	Conversation and Composition	3, 3
<b>SPA 310</b>	Spanish Phonetics and Phonology	3
<b>SPA 401</b>	Spanish Culture and Civilization	3
<b>SPA 402</b>	Latin American Culture and Civilization	3
<b>SPA 403, 404</b>	Survey of Spanish Literature	3, 3
<b>SPA 408</b>	Advanced Grammar and Conversation	3

<b>SPA 409</b>	Colonial and 19th Century Spanish-American Literature	3
<b>SPA 410</b>	Modern Spanish-American Literature	3
	<i>Total Credit Hours:</i>	<hr/> 30

At least six credit hours of study abroad is required for the major. A minimum of fifteen credits for the major must be taken at Eastern.

### THE MINOR IN LATIN AMERICAN STUDIES

The minor in Latin American Studies requires SPA 201,202, 301,302, 402, 405.

### THE MINOR IN SPANISH

Eighteen hours in Spanish may include SPA 101–102 and 201, 202. Courses taught in English will not count towards a major or minor in Spanish.

### COURSE DESCRIPTIONS

**101-102 Elementary Spanish** 3-3  
Basic grammar and vocabulary, written and oral exercises, introductory readings. Language laboratory.

**103 Accelerated Elementary Spanish** 3  
A one-semester accelerated Spanish course that covers two semesters in one, equivalent to SPA 101-102 for students with two years or less of Spanish in high school. Language laboratory meets one hour a week in addition to three hours per week class time. Students must take placement test offered in computer lab for admission.

**201, 202 Intermediate Spanish** 3, 3  
Review of grammar and vocabulary with opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: Grade of B in 100-level course or 3+ years of high school Spanish.

**301, 302 Conversation and Composition** 3, 3  
Focus on the oral use of the target language with regular student presentations, interviews and reports. The development of academic writing in the target language is stressed. Journalistic and literary readings included.

**310 Spanish Phonetics and Phonology** 3  
Spanish 310 is designed to help students improve their pronunciation of Spanish while acquiring the skill to eventually, as K-12 FL teachers, instruct their future students in the correct pronunciation of the Spanish language. Students will be introduced to the general phonetics and phonology of Spanish, will develop the ability to analyze the sound system of Spanish in the Americas, as well as Peninsular Spanish, and will explore the sound features of its principal dialects.

**361 Spanish and Hispanic American Culture and Civilization** 3

An overview of the cultural history of Spain from Antiquity through the Conquest of the New World including several literary masterpieces of the time: *El Cid*, *Lazarillo de Tormes*, *Don Quixote*, *St. Teresa of Avila's Autobiography*, *The True History of the Conquest of Mexico*, poetry by Aztec writers and that of Sor Juana Inés de la Cruz, the first Latin American feminist. Taught in English, fall semester. Fulfills Non-Western Heritage core requirement.

**362 Spanish and Hispanic American Culture and Civilization** 3

An overview of the cultural history of Latin America and her relationship with the United States. Analyzes the development of national identity and economic development from 19th century laissez-faire policies to the 20th century search for national sovereignty through socialist and populist movements and finally to the neoliberalism of the 21st century. Literary texts include: *One Hundred Years of Solitude*; *I, Rigoberta Menchú*; and *When I was Puerto Rican*. Taught in English, spring semester. Fulfills Non-Western Heritage core requirement.

**401 Spanish Culture and Civilization** 3

A cultural study of the Spanish Civilization from Pre-Roman and Roman Spain, the Germanic invasions, and the Moslem occupation through Spain's glory and decline to the present place of Spain in the world. Prerequisites: Minimum grades of B in SPA 301, 302 or equivalent.

**402 Latin American Culture and Civilization** 3

A wide and comprehensive study of the geography, ethnic groups, languages, traditions, history, economics, religion, literature and art of Latin America as a necessary background to examine the present status of the contemporary Latin American republics. Prerequisites: Minimum grades of B in SPA 301, 302 or equivalent.

**403, 404 Survey of Spanish Literature** 3, 3

Readings from the Medieval Epic to the present with attention to the major literary movements through reading selections from representative works. Prerequisites: Minimum grades of B in SPA 301, 302 or the equivalent.

**408 Advanced Grammar and Conversation** 3

This course includes an intense review of grammar, vocabulary, and idioms as well as intensive use of drills and exercises to develop competence and fluency in speaking and writing idiomatic Spanish through conversation, debates and oral presentations. Prerequisites: Minimum grades of B in SPA 301, 302 or equivalent.

**409 Colonial and 19th Century Spanish-American Literature** 3

This course will cover some of the most notable indigenous and Spanish-American literary texts prior to the 20th century, beginning with pre-Columbian texts.

**410 Modern Spanish-American Literature** 3

This course will survey the major developments in Spanish-American literature of the 20th century to present. Authors studied include: Darío, Azuela, Rulfo, Borges, Cortázar, García Márquez, Neruda, Ferré and Poniatowska.

**420 Spanish Senior Thesis** 3

An optional course open to seniors who wish to graduate with honors. A research paper and an oral examination on a literary theme or a cultural topic are required. Prerequisite: Permission of the department.

**Mathematics**

**THE MAJOR FOR THE B.A. IN MATHEMATICS**

MATH 212,	Calculus I, II, III	9
213, 214		
MATH 220	Statistics	3
MATH 240	Discrete Mathematics	3
MATH 300	Differential Equations	3
MATH 324	Linear Algebra	3
MATH 350	Advanced Calculus	3
MATH 404	Real Analysis	3
MATH 414	Abstract Algebra	3
MATH 422	Seminar	2
	<i>Subtotal Credit Hours</i>	<u>32</u>

*In addition to the above core, complete the following:*

MATH	Two MATH Electives beyond MATH 240	6
	<i>Subtotal Credit Hours</i>	<u>38</u>

*Other Required Courses:*

CSC 200	Introduction to Programming (C++)	3
PHYS 101, 102	Introduction to Physics	8
	<i>Total Credit Hours</i>	<u>49</u>

*Recommended: A minor in another subject, such as astronomy, business, chemistry, information technology or philosophy.*

**THE MINOR IN MATHEMATICS**

Eighteen hours to include MATH 212, 213, 214, and nine credits from MATH 240, 300, 324, 350, 404 or 414.

## COMPUTER SCIENCE COURSE DESCRIPTIONS

**150 Problem Solving With Computers** 3  
This course will teach students the skills of problem solving and algorithmic thinking. Topics include web development using HTML and scripting, the internet, UNIX, and some work in application software such as spreadsheets and databases.

**200 Introduction to Computer Programming** 3  
An introduction to computer programming using the C++ language. The course will teach the concepts of problem solving and procedural design, and introduce object-oriented programming through the use of C++. Students will learn to design, code, test, debug and document computer programs.

## MATHEMATICS COURSE DESCRIPTIONS

**103 Mathematical Ideas** 3  
The objectives of this course are to develop an appreciation for mathematics, to provide an insight into the methods of reasoning used by mathematicians, and to discuss its historical development. It is intended for the liberal arts student who has had little contact with mathematics, and elementary and secondary education majors.

**212 Calculus I** 3  
This first semester calculus course will introduce topics in the differentiation and integration of functions of one variable. These topics include limits, continuity, differentiation, integration, the mean value theorem and the fundamental theorem of calculus. Prerequisite: adequate preparation in trigonometry and analytic geometry.

**213 Calculus II** 3  
This second semester calculus course continues the development of single variable calculus. Topics include applications of integration, integration techniques and infinite series. Prerequisite: Minimum grade of C in MATH 212. Offered every spring.

**214 Calculus III** 3  
This third semester calculus course introduces the concepts of three-dimensional space and calculus of several variables, including partial differentiation and multiple integrals. Prerequisite: Minimum grade of C in MATH 213. Offered every fall.

**220 Statistics for the Social and Behavioral Sciences** 3  
Meaning, purposes and processes of statistical methods; selection of representative, parallel or equivalent groups; graphic representation; measures of central tendency; variability; normal distribution; probability; binomial coefficient; random sampling;

confidence levels; inference; t-test, analysis of variance; chi square; correlation; Man-Whitney U Test. Theory and practice application of above operations with use of computer where applicable.

**240 Discrete Mathematics** 3  
This course develops basic symbolic logic and proof techniques, and introduces students to discrete structures including sets, relations, functions, matrices and graphs. Also includes an introduction to combinatorics and other mathematical topics related to the study of computer science. Prerequisite: Math SAT score of 480 or better. Offered every spring.

**300 Differential Equations** 3  
A study of first-order and linear differential equations, linear systems and Laplace transforms. Prerequisite: Minimum grade of C in MATH 213. Offered every fall.

**324 Linear Algebra** 3  
An introductory course in linear algebra. Topics include linear equations, matrices, determinants, eigenvalues, linear transformations and vector spaces. Offered every fall.

**350 Advanced Calculus** 3  
A rigorous development of multivariable calculus and vector analysis. Topics include Green's, Stokes' and Gauss' theorems; vector fields; transformations and mappings. Prerequisite: Minimum grade of C in MATH 213. Offered every fall.

**404 Real Analysis** 3  
This course provides an axiomatic construction of the real number system. Topics include sequences, Cauchy sequences, metric spaces, topology of the real line, continuity, completeness, connectedness and compactness, convergence and uniform convergence of functions, Riemann integration. Prerequisite: Minimum grade of C in MATH 213. Offered fall 2004 and alternate years.

**410 Teaching of Mathematics —Secondary Level** 3  
A variety of activities to facilitate the development of competent mathematics teachers and knowledge related to the development and implementation of strategies for teaching mathematics. These activities include the use of technology in the classroom as well as teaching benefits of both pure mathematics (as it relates to the development of analytical thinking) and applied mathematics with some treatment of word problem solving. This will satisfy the EDU 403 secondary education requirement for math majors seeking secondary certification. Offered spring 2005 and alternate years.



**414 Abstract Algebra** 3  
 The properties of formal systems such as groups, rings and fields. The approach is axiomatic. Prerequisite: Minimum grade of C in MATH 240. Offered fall 2003 and alternate years.

**422 Seminar** 2  
 Study in the current literature and problems of mathematics. Prerequisite: senior standing.

## Missions and Anthropology

### THE MAJOR FOR THE B.A. IN MISSIONS AND ANTHROPOLOGY

ANTH 101	Cultural Anthropology	3
ANTH 251	The Discovery of Foreign Worlds	3
ANTH 320	Language and Culture	3
BIB 265	Biblical Hermeneutics	3
MIS 100	Introduction to Christian World Missions	3
MIS 220	Biblical Perspectives on Missions	3
MIS 260	Communicating Faith Across Cultures	3
MIS 420	Contemporary Issues in Missions and Anthropology	3
SOC/MIS/ANTH	Elective	3
<i>Subtotal Credit Hours:</i>		<u>27</u>

### Anthropology Track

ANTH 102	Physical Anthropology and Archeology	3
ANTH 201	People in Places	3
ANTH 210	Race and Ethnicity	3
ANTH 301	Christians, Anthropology, and Economic Systems	3
ANTH 401	Ideas in Anthropology	3
SOC 331	Historical Sociology	3
<i>Subtotal Credit Hours:</i>		<u>18</u>

### Missions Track

ANTH 310	Comparative Religions	3
MIS 200	Expansion of the World Christian Movement	3
MIS 310	Missionary Anthropology: Theory and Practice	3
MIS 395	Intercultural Field Experience	3
SOC 405	Sociology of Religion	3
THEO 240	Theological Thinking	3
<i>Subtotal Credit Hours:</i>		<u>18</u>
<i>Total Credit Hours:</i>		<u>45</u>

### Other Requirements:

Non-Western Heritage core requirement must be filled by an INST class.

Theology core requirement must be filled by THEO 210.

### THE MINOR IN ANTHROPOLOGY

Eighteen credits, to include ANTH 101, 251, and 320 plus two of the following, ANTH 102, 201, 301, or 401, plus one elective of any ANTH course, or MIS 310, or an INST Non-Western Heritage core course.

### THE MINOR IN MISSIONS

Twenty-one hours of Missions courses including MIS 100, 200, 220, 310 and ANTH 101. May include Missions related courses, Anthropology or an INST Non-Western Heritage core course.

### ANTHROPOLOGY COURSE DESCRIPTIONS

**101 Cultural Anthropology** 3  
 This course is a survey of the field of cultural anthropology. The class will compare and contrast cultures around the world, discussing topics such as: the nature of culture, race and ethnicity, making a living in the environment, gender and marriage, family and kinship, stratification and poverty, political and economic systems, language, culture and personality, religion, the arts and world views. A Christian framework will provide the means of determining both the value and limits of cultural relativism.

**102 Physical Anthropology and Archeology** 3  
 This course combines two of the traditional four approaches to anthropology: physical anthropology and archaeology. Archaeology is regularly employed by many physical anthropologists, though it stands alone as a discipline. Physical anthropology includes such concerns as human genetics, race, and environmental adaptations, but traditionally has been primarily concerned with the search for human origins in the human fossil record. Though this course approaches the question of human origin from a Christian point of view, students will be expected to become familiar with a variety of origin models (atheistic evolution, theistic evolution and creationistic), and with the tools to evaluate them (especially relevant human anatomy and morphology, various dating techniques, and cultural behaviors and remains.) The section on archaeology will include its presuppositions and methodology, together with applications to both physical and cultural anthropology, both prehistoric and historic.

**201 People in Places** 3  
 Cultural geography deals with the ways in which different cultures adapt to, use, and affect the

landscape. Topics include cultural perceptions of the environment, the variety of cultural adaptations, technological levels and exploitative strategies, the origin and spread of cultures, the geography of settlement types, and the human impact on ecology. In practical terms, the student, armed with geography's organizing principles and skills, will be better able to make wise personal and societal decisions about using the environment and will be of more help in resolving conflicts among competing values and groups.

### **210 Race and Ethnicity** 3

The course will begin by examining the validity of the concept of race. Does it exist biologically? And if not, why do people around the world make use of this notion? The latter question will bring us to a discussion of ethnicity and of how people make use of cultural symbols to mark themselves or others off as distinct groups. Our perspective will be global, so we will examine issues of race and ethnicity not only for our own culture but for Africa, India, and many other cultures.

### **220 The Anthropology of Women's Experience** 3

Women's lives around the world hold certain commonalities that differentiate their experience from men's. This gives them a unique perspective on the societies and cultures in which they live, a valuable one that can contribute to social justice and harmony. We will survey women's lives topically in Africa, India, the United States and elsewhere, comparing and contrasting as we go, and emphasizing understanding of women's everyday experience. Women and men interested in the intellectual, political, religious and relational vantage point of women are welcome in this class.

### **251 The Discovery of Foreign Worlds** 3

This course is based on the premise that exposure to and knowledge of a variety of human cultures is essential to mastering a working knowledge of cultural anthropology. Through reading and discussing classic ethnographic writings students will become familiar with the ethnographic process and with the cultures analyzed in the literature. Students will read from both assigned and elective writings and will prepare an ethnographic report for class presentation that will demonstrate the use of one or more research methods.

### **301 Christians, Anthropology and Economic Systems** 3

This course is an anthropological survey of production and exchange systems from a Christian perspective. Along with the data from the field on different types of economies, we will investigate underlying principles and ethics that

are the bases for human economic and social interaction. Particularly, our concern will be with revealing the ethic of reciprocity found in all human societies in either overt or covert forms. Ultimately we will analyze and critique the modern market economy and propose ways to live as Christians "in it and yet not of it."

### **310 Comparative Religions** 3

This course will examine practiced religions around the globe from an anthropological perspective. Magic, ritual, healing, prayer, religious leadership, myth, formal belief systems and religious changes will be discussed. The relationship between world and traditional religions will be analyzed as well. Our purpose will be to reveal the beauty of the Christian faith and to demonstrate what this faith has to offer to others, both in affirming God's previous work in a culture and in speaking boldly the Good News of Jesus Christ.

### **320 Language and Culture** 3

Language and culture, or ethnolinguistics, examines the relationship between the cognitive categories of language and the worldview of culture. Anthropologists have long investigated this relationship as they have done fieldwork in remote places, often learning languages never before encountered by Westerners. This course will approach the field of ethnolinguistics from the perspective of its usefulness for language learning, for identification of a culture's core values, and for contextualization of the message of the Bible.

### **401 Ideas in Anthropology** 3

Anthropological explanations for the nature of human social and cultural life have varied greatly. We will survey the history of anthropological theories, including theories in cultural evolution, rationalism, functionalism, semiotics and psychology. Our aim will be to understand the interrelated nature of various aspects of culture and to witness ways in which Christian transformation can bring about appreciation for traditional ways as well as radical change. Prerequisite: ANTH 101.

## **MISSIONS COURSE DESCRIPTIONS**

### **100 Introduction to Christian World Missions** 3

A comprehensive introduction to the World Christian Movement as it is involved in mission. The course provides a systematic and critical understanding based on biblical foundations, historical developments, cultural issues and strategic approaches. Emphasis on what has happened and is happening to complete the task of world evangelization.

**200 Expansion of the World Christian Movement** 3

An analysis of the dynamics of the growth of the Christian movement from the Apostolic era to the present day. Special attention is given to the major leaders in evangelization of new peoples and nations and to the diverse structures of mission outreach.

**220 Biblical Perspectives on Missions** 3

Old and New Testament perspectives which illuminate the nature and meaning of missions today. The Kingdom and people of God are explored along with the missionary nature of the Apostolic Church. Prerequisites: Minimum grades of C in BIB 101, 102.

**260 Communicating Faith Across Cultures** 3

Explore the art of intercultural communications and cross-cultural living as members of the "Global Village." This course provides an opportunity for self-discovery, awareness of "other" and development of communication skills required for multi-cultural contexts. Specific issues related to ethics, culture, survival and safety in the new environment and stress management are considered. Basic to the course is the supervised development of relationships with people of "other" cultures. The course will bring cross-cultural communication skills to bear upon the matter of lovingly and effectively conveying the Gospel of Jesus Christ to others.

**310 Missionary Anthropology** 3

This course presents anthropological models of cross-cultural ministry, addressing theoretical and practical concerns. Topics include: Christianity and culture, cross-cultural interpretation of the Bible and the Gospel, contextualization of theology, and the missionary role, gifts and calling, support networks, ministry goals, leadership skills, second language acquisition, and models of interpersonal, ethical and spiritual reconciliation.

**395 Field Experience** 1-3

Supervised participation in the field efforts of a Christian missions organization that involves direct ministry responsibilities appropriate to the individual's level of prior experience. Typically, such placement will require one to cross a significant cultural boundary.

**420 Contemporary Issues in Missions and Anthropology** 3

This course is a senior seminar synthesizing missiological and anthropological issues and developments as they apply to the 21st century context. It presumes the interpenetration of biblical studies, missiological theories, and ethnographic and

ethnolinguistic processes. Both nonWestern and Western approaches to understanding the *missio Dei* (the mission of God) will be considered in the context of the history of the growth of God's Kingdom.

**Music**

**THE MAJOR FOR THE B.A. IN MUSIC**

*Core courses required for all concentrations:*

<b>MUS 101</b>	Music Skills (may be exempt by examination)	3
<b>MUS 104, 203, 204, 304</b>	Musicianship I, II, III, IV	3, 3, 3, 3
<b>MUS 302</b>	Introduction to Composition, Orchestration and Arranging	3
<b>MUS 305, 306, 405</b>	Music Connections I, II, III	3, 3, 3
<b>MUS 381</b>	Instrumental Conducting and Procedures	2
<b>MUS 382</b>	Choral Conducting and Procedures	2
<b>MUS 105, 106</b>	Piano Class I, II (may be exempt by examination)	1, 1
<b>MUS 125, 126</b>	Voice Class I, II (may be exempt by examination)	1, 1
	Ensemble	6
	<i>Subtotal Credit Hours:</i>	<u>34-41</u>

**GENERAL CONCENTRATION**

<b>Applied Major</b>	(Private lessons in student's performing medium)	8
<b>Senior Recital</b>		0
<b>Music electives</b>		6
	<i>Subtotal Credit Hours:</i>	<u>14</u>
	<i>Total Credit Hours:</i>	<u>48-55</u>

**TEACHING CONCENTRATION**

*All Teaching Concentration students must elect SPA 101-102 for satisfaction of the Core Curriculum Language requirement for the Bachelor of Arts unless exempt.*

<b>MUS 135,136</b>	Vocal Diction I, II	1, 1
<b>Applied Major</b>	(Private lessons in student's performing medium)	14
<b>MUS 333, 334</b>	Elementary /Secondary Music Methods and Materials	3, 3
<b>MUS 173, 174</b>	String Instruments I, II	1, 1
<b>MUS 273, 274</b>	Woodwind Instruments I, II	1, 1
<b>MUS 371, 372</b>	Brass Instruments I, II	1, 1
<b>MUS 473</b>	Percussion Class	1
<b>MUS 250</b>	Music in World Cultures	3
<b>MUS 440</b>	Senior Recital	0
	<i>Subtotal Credit Hours:</i>	<u>32</u>

*Professionally related courses:*

<b>EDU 200</b>	Social and Philosophical Foundations of Modern Education	3
<b>EDU 201</b>	Introduction to Special Education	3
<b>EDU 250</b>	Field Experience	3
<b>PSY 207</b>	Human Growth and Development	3
<b>PSY 211</b>	Psychology of Education	3
<b>EDU 403</b>	Reading in Content Area	3
<b>EDU 410</b>	Student Teaching	12
<b>EDU 420</b>	Practicum	3
	<i>Subtotal Credit Hours:</i>	<u>33</u>
	<i>Total Credit Hours:</i>	99-106

*NOTE: Teaching Concentration may require an extra semester due to student teaching requirements. Also, please refer to the Education Department section of the catalog for additional requirements and information.*

**CHURCH MUSIC CONCENTRATION**

<b>MUS 135, 136</b>	Vocal Diction I, II	1, 1
<b>Applied Major</b>	(Private lessons in student's performing medium)	14
<b>Applied Minor</b>	(Private lessons in student's secondary performing medium)	4
<b>MUS 351</b>	Church Music Repertoire	2
<b>MUS 352</b>	The Philosophy and Administration of Music Ministry	2
<b>MUS 411</b>	The History and Practice of Christian Worship	2
<b>MUS 412</b>	Hymnology	2
<b>MUS 415</b>	Graded Choir Methods and Materials	2
<b>MUS 440</b>	Senior Recital	0
<b>MUS 441, 442</b>	Church Music Internship I, II	1, 1
	<i>Subtotal Credit Hours:</i>	<u>32</u>

*Professionally related courses:*

<b>THEO 210</b>	Foundations of Christian Spirituality	3
<b>THEO 240</b>	Theological Thinking (or equivalent)	3
<b>THEO</b>	Theological Studies elective	3
	<i>Subtotal Credit Hours:</i>	<u>9</u>
	<i>Total Credit Hours:</i>	75-82

**COMPOSITION/ELECTRONIC MUSIC CONCENTRATION**

<b>MUS 145</b>	Electronic Music	2
<b>MUS 173, 174</b>	String Instruments I, II	1, 1
<b>MUS 273, 274</b>	Woodwind Instruments I, II	1, 1
<b>MUS 371, 372</b>	Brass Instruments I, II	1, 1
<b>MUS 473</b>	Percussion Class	1
<b>MUS 321, 322, 421, 422</b>	Composition I, II, III, IV	2, 2, 2, 2
<b>MUS 438</b>	Music Career Management	2

<b>MUS 440</b>	Senior Recital	0
<b>MUS 461, 462</b>	Apprenticeship I, II	1, 1
	<i>Subtotal Credit Hours:</i>	<u>21</u>
	<i>Total Credit Hours:</i>	55-62

**PERFORMANCE CONCENTRATION**

*(This concentration requires the successful completion of an audition near the end of the second semester of private study.)*

<b>Applied Major</b>	(Private lessons in student's performing medium. Voice Majors take MUS 135, 136 plus 20 credits of voice lessons)	22
<b>Junior Recital</b>		0
<b>Senior Recital</b>		0
<b>MUS 157, 158</b>	Chamber Music	1, 1
<b>MUS 437</b>	Pedagogy and Literature	2
<b>MUS 438</b>	Music Career Management	2
	<i>Subtotal Credit Hours:</i>	<u>28</u>
	<i>Total Credit Hours:</i>	62-69

**THE MINOR IN MUSIC**

MUS 101, 104, 203, 204; FA 110; 4 credits of Music electives (7 credits if exempt from MUS 101) from MUS 202, 250, 301, 302, 304, 381, 382, 403, 433. Music electives may include 1 credit from MUS 105, 106, 125, 126, 155, 156 and no more than 2 credits of ensemble.

**COURSE DESCRIPTIONS**

**101 Music Skills** 3  
A course designed to introduce the student to the elements of music, these being melody, harmony, rhythm and form. Emphasis will be placed on developing aural and visual skills so that the student will be able to sight sing and read music. Computer instruction will be included. This course also prepares the student for Musicianship I, offered in spring. Priority to music majors.

**104 Musicianship I** 3  
A course designed to develop the aural, performing and analytical skill of the student. Compositional skills are studied and practiced and the ability to sight sing and take dictation is developed through exercise in and out of class. Included will be music materials from the 17th and 18th centuries as well as the 20th century. Prerequisite: Minimum grade of C in MUS 101 or demonstrated proficiency based upon theory placement test given by the instructor. Meets four hours weekly. Will fulfill the non-lab portion of the Natural Science core requirement.

**105 Piano Class I** 1  
A course designed to acquaint the student with the skills necessary for beginning piano study.

This course is part of a two-semester sequence designed to prepare students for the keyboard proficiency exam. Priority to music majors.

**106 Piano Class II** 1

A course designed to lead the student to keyboard proficiency. The course consists of weekly classes during which individual students will be given instruction at the keyboard. Each student will develop his/her repertoire and monitor his/her own growth as a pianist. Students must have taken Piano Class I or have equivalent performance ability, as approved by the course instructor.

**125, 126 Voice Class I, II** 1, 1

A course designed to assist the student in the development and basic techniques of the singing voice, to give the student a knowledge of proper vocal production and to begin his/her own progress. This course is for non-voice majors. It is required of non-voice concentration majors in music education.

**135, 136 Vocal Diction I, II** 1, 1

A two-semester course covering the principles of accurate pronunciation in specified languages. Intended for the music student's first year of vocal study, the course instructs students of voice on the use of the International Phonetic Alphabet. The fall semester introduces students to the basic principles of the International Phonetic Alphabet using Italian, Latin and English languages. The spring semester continues to promote the same principles of diction skills for vocal production with German and French. Vocal Diction I is a prerequisite for Vocal Diction II.

**145 Electronic Music** 2

This course is designed to provide the basic skills necessary for the successful use of the electronic music studio and its related software and audio equipment. The course is specifically intended for the inexperienced student.

**155, 156 Guitar Class I, II** 1, 1

This class is taught on three levels:

**Basic** - for beginners who will learn the fundamentals of guitar as applied to praise music and folk/pop. The course covers basic playing techniques, cords, strumming patterns, and assembling a large song list.

**Intermediate** - For those who have completed Basic Guitar I and II, or who are comfortable playing the guitar's basic cords. This class will seek to advance guitar skills for the playing of praise and worship guitar, including: assembling a large praise song list, learning about the history and theology of hymns and praise songs, practicing strum and

fingerpicking patterns, and basic music theory. Techniques are applicable to various styles of music.

**Advanced** - For those who have completed Intermediate Guitar I and II, or have comparable skills, this class will focus on solo and classical guitar techniques. Areas covered are scales, counterpoint, theory, practice strategies, and repertoire.

**NOTE:** Students must have taken 155 or have equivalent performance ability as approved by course instructor in order to take 156.

**157, 158 Chamber Music** 1, 1

An ensemble course designed for more advanced performers to explore the repertoire for various small groupings of instruments with the possible inclusion of voice. Such groupings may include brass, woodwinds, strings, percussion and various keyboard instruments. Participants will be coached by a faculty member and encouraged to perform.

**165, 166 Vocal Ensembles** 1, 1

The University Choir provides intensive training in all aspects of choral singing. All students who enroll in University Choir assume the obligation to participate in touring choir if selected. Turning Point is a small touring ensemble giving approximately 20 concerts a semester in churches and schools. Miriam's Children is a mixed chorus designed to explore and develop repertoire of all styles. Repertoire is drawn from sacred and secular sources with emphasis on worship. Both semesters must be taken to earn credit. Open to all students by audition. Angels of Harmony is an African-American Gospel choir committed to ministry and diversity. The repertoire includes the richness of African-American heritage coupled with contemporary music. This group performs throughout the tri-state area during the academic year.

**168 Touring Choir** 0-1

The touring choir is selected from University Choir members by the director during the fall semester. Students selected for touring choir are expected to participate in rehearsals and a limited number of performances during the fall even though no credit is awarded for the fall semester. Students who participate in the fall and who fulfill their performance obligations in the spring, including the annual performance at Spring Commencement, may receive one hour credit in the spring semester. Note: An activity credit.

**173 String Instruments I** 1

A course designed to prepare the prospective music teacher to teach violin and viola in the elementary and secondary public school environments. This course is the first of a two-semester sequence in string instrument performance and

pedagogy. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies.

**174 String Instruments II** **1**

A course designed to prepare the prospective music teacher to teach cello and string bass in the elementary and secondary public school environments. This course is the second of a two-semester sequence in string instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Grade C or better in String Instruments I or equivalent professional competency. Offered every three years. Lab fee applies.

**191, 192 Instrumental Ensembles** **1, 1**

One-year activity courses. Both semesters must be taken to receive credit. Eastern Winds, Eastern Jazz Ensemble and Eastern Strings are ensembles comprised of wind instruments or string instruments and players interested in repertoire of various performing forces. The ensemble performs on and off campus.

**195, 196 Private Lessons** **1, 2 or 3**

Instruction with emphasis on correct performance techniques. A minimum of four hours practice per week is assumed for each credit taken. Private lessons may be taken each semester the student is enrolled. Note: Not an activity credit. See course fees.

Bass Trombone	Organ
Bassoon	Percussion
Clarinet	Piano
Computers in Music	Saxophone
Double Bass	Trombone
Flute	Trumpet
French Horn	Tuba
Guitar	Viola
Harp	Violin
Oboe	Violoncello
	Voice

**203 Musicianship II** **3**

A continuation of the study of musical materials and structures, progressing through the tonal systems of the 18th through 20th centuries. Listening skills of harmonic, melodic and rhythmic dictation as well as sight singing skills are emphasized. Designed to develop in the student an understanding of larger forms and various tonal systems. Included is music from various cultures. Meets four hours weekly. Prerequisite: Minimum grade of C in MUS 104.

**204 Musicianship III** **3**

A course designed to examine counterpoint, with emphasis on the 18th century. Included will be

analysis, transcription and composition. Sight-singing and ear training are also a regular part of this course. Meet four hours weekly. Prerequisite: Minimum grade of C in MUS 203.

**250 Music in World Cultures** **3**

This course is an exploration into the music of various ethnic groups in their cultural contexts. It will examine basic assumptions about the study of music, both within and outside of an academic setting, and the relationship between music and society. Basic knowledge of music is an asset, but not a requirement. This course fulfills the Non-Western Heritage core requirement.

**273 Woodwind Instruments** **1**

A course designed to prepare the prospective music teacher to teach flute, clarinet, and saxophone in the elementary and secondary public school environments. This course is the first of a two-semester sequence in woodwind instrument performance and pedagogy. The performance component will include proper embouchure development, posture, developing a characteristic sound, a variety of articulations, tuning and intonation, and range. Techniques for teaching each of the above-mentioned performance skills, diagnostic and prescriptive skills, and selection and care of the instruments and their accessories will comprise the course's pedagogical element. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies.

**274 Woodwind Instruments II** **1**

A course designed to prepare the prospective music teacher to teach oboe and bassoon in the elementary and secondary public school environments. This course is the second of a two-semester sequence in woodwind instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Grade C or better in Woodwind Instruments I or equivalent professional competency. Offered every three years. Lab fee applies.

**302 Introduction to Composition, Orchestration and Arranging** **3**

A study of the basic elements of music in various contexts for the purpose of understanding and creating original and adapted works of music. Designed to equip the student with skills to compose and develop musical ideas. Included will be analysis, arranging and orchestration.

**304 Musicianship IV** **3**

A course introducing the harmony of jazz and popular music and other modern music theories. This

course will include sight singing and ear training as well as work in the electronic music studio. Meets four hours weekly. Prerequisite: Minimum grade of C in MUS 204.

**305 Music Connections I 3**

A course designed to familiarize the student with the music of Baroque, Renaissance and Medieval periods. Included will be independent and group research and class presentations. An interdisciplinary approach to music history is expected with examination into concurrent social, theological, philosophical and artistic developments.

**306 Music Connections II 3**

A course designed to examine the music of the Classical and Romantic periods. Included will be an interdisciplinary approach to the concurrent developments in society, theology, philosophy and art. Composers, program music, symphony, chamber music, opera, church music, lieder, and music for the piano will be studied and analyzed. The student will be responsible for independent and group research and class presentation. Prerequisite: Minimum grade of C in MUS 305.

**321, 322 Composition I, II 2, 2**

Private instruction based upon the progressive development of musical ideas and elements, form and technology. Opportunity for submission of music for competitions and publication dependent on level of progress. Prerequisites: Minimum grades of C in MUS 102, 201, 202.

**333 Elementary Music Methods and Materials 3**

A course designed to familiarize and equip the student with those techniques which are necessary for teaching music in the elementary and middle school setting. The course will aid the future teacher in formulating a logical and sequential teaching approach. Emphasis will be given to philosophy and methods.

**334 Secondary Music Methods and Materials 3**

A course designed to familiarize and equip the student with those techniques which are necessary for teaching music in the high school setting. The course will aid the future teacher in formulating a logical and sequential teaching approach. Emphasis will be given to philosophy and methods.

**340 Junior Recital 0**

A program of prepared repertoire demonstrating the performing achievement of the student.

**351 Church Music Repertoire 2**

A course designed to provide an exposure to the large body of music literature that comprises the

heritage and diversity of the Christian Church. Music will be drawn from European, Anglo and African-American church music.

**352 The Philosophy and Administration of Music Ministry 2**

A course designed to prepare the church music major for the varied tasks of music leadership in the Church. Included will be development of bibliography, appropriate computer programs, management and ministry principles and music resources. Exposure to different models of music in the Church and methodology for implementation.

**371 Brass Instruments I 1**

A course designed to prepare the prospective music teacher to teach trumpet and French horn in the elementary and secondary public school environments. This course is the first of a two-semester sequence in brass instrument performance and pedagogy. The performance component will include proper embouchure development, posture, developing a characteristic sound, a variety of articulations, tuning and intonation, and range. Techniques for teaching each of the above-mentioned performance skills, diagnostic and prescriptive skills, and selection and care of the instruments and their accessories will comprise the course's pedagogical element. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies.

**372 Brass Instruments II 1**

A course designed to prepare the prospective music teacher to teach trombone, baritone, and tuba in the elementary and secondary public school environments. This course is the second of a two-semester sequence in brass instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Grade C or better in Brass Instruments I or equivalent professional competence. Offered every three years. Lab fee applies.

**381 Instrumental Conducting and Procedures 2**

A course designed to deal with techniques particular to instrumental work, such as baton technique, score reading and preparation. The course includes organization and administration of bands and orchestras. Practice conducting will be in both class and ensemble situations. This will be an advanced survey of the important conducting techniques, gaining an in-depth knowledge of beat patterns, expressive gestures, tuning, balance, ensemble, entrance and release, embellishments, clefs and mastery of the full score.

**382 Choral Conducting and Procedures 2**

A course that includes developing the techniques of beat pattern, entrances and releases, cueing,

score preparation and rehearsing. Included is choral interpretation and vocal production, selection of materials, organization and administration of choral groups. This course will also include conducting in class and ensemble situations.

**405 Music Connections III 3**

A course designed to acquaint the student with the music of 20th century. It will consist of the study of classical, jazz and popular music and an examination of significant developments in the music of popular culture and “high” or aesthetic culture. Major composers, compositions and performers will be examined through writings, recordings and concerts. Prerequisite: Minimum grade of C in MUS 306.

**411 The History and Practice of Christian Worship 2**

A course designed to assist students in developing an understanding of the history and traditions of Christian worship and to introduce methods of worship planning and practices. Students will be encouraged to examine music and worship practices and evaluate ongoing developments.

**412 Hymnology 2**

A course dealing with the development of the hymn form from the early Church to the modern period. Included will be discussion of theological and sociological influences that affected hymn writing and hymn tune composition.

**415 Graded Choir Methods and Materials 2**

A course designed to examine the repertoire and techniques for developing a multi-choir church music program based on classifications of age and educational level. Primary emphasis is on choral activities with secondary inclusion of instrumental resources.

**421, 422 Composition III, IV 2, 2**

Advanced study of composition structured as private instruction.

**437 Pedagogy and Literature 2**

The course will be offered in divided sections (brass, keyboard, strings, voice and woodwinds) depending on the performing emphasis of the students. Additional specialization to the actual instrument may be individualized. Methods of private teaching and repertoire development will be examined.

**438 Music Career Management 2**

A course designed to assist the music performance major in planning a performing career/ministry. Artistic representation, audition and competition preparation will be explored. Legal issues and grant request writing will be included.

**440 Senior Recital 0**

A program of prepared repertoire demonstrating the performing achievement of the student. The recital length will be thirty minutes for those whose concentration is Music Education; sixty minutes for all other concentrations.

**441, 442 Church Music Internship I, II 1, 1**

A course designed to provide professional mentoring and apprenticeship in local churches with active music ministries.

**461, 462 Apprenticeship I, II 1, 1**

A course designed to provide professional monitoring and apprenticeship in student's major area of music.

**473 Percussion Instruments 1**

A course designed to introduce the student to the instruments and performing and teaching techniques of the percussion family. Includes class instruction for music majors in the fundamentals of the percussion instruments. The course will include one lecture session and one lab section per week. Lab fee applies.

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**Nursing**

B.S.N. for Registered Nurses  
*Certification is offered in School Nursing*

**THE MAJOR FOR THE B.S. IN NURSING**

Eastern University offers an upper-division major leading to a Bachelor of Science in Nursing degree for registered nurses.

Prior to enrolling in upper-division nursing courses, all students must provide evidence of valid PA-RN licensure. Pre-licensure nurses may matriculate in the program and enroll in core curriculum courses. They may also enroll in the first nursing courses (NURS 301 and 302); however, they must have valid PA-RN licensure and have met the other program requirements prior to taking additional nursing courses.

Enrollment in clinical courses (NURS 403 and 405) requires evidence of current CPR certification, current PA-RN licensure, personal health insurance, liability insurance coverage (\$1 million recommended), a completed health form, Hepatitis B Vaccine or waiver, and annual PPD.

*Support Courses:*

Human Anatomy and Physiology	8
Microbiology*	4
Chemistry**	4



Nutrition***	3
Introduction to Psychology	3
Introduction to Sociology	3
Developmental Psychology	3
Health Care Economics	3
Statistics	3
<i>Subtotal Credit Hours:</i>	<u>31-34</u>

\*NLN Proficiency Exam available

\*\*May be waived upon successful completion of high school chemistry

\*\*\*May be waived because of previous nursing education

*Core Curriculum:*

Biblical Foundations

<b>BIB 100</b>	The Biblical World in Contemporary Context	3
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Philosophical Foundations

<b>PHI 210</b>	Christian Ethics/Moral Issues	3
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Skills

<b>ENG 102</b>	College Writing	3
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Symbolic Language

<b>CSC/MATH</b>	Computer Science <i>or</i> Mathematics elective	3
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Breadth

<b>ANTH</b>	Cultural Anthropology <i>or</i> Cross-Cultural	3
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<b>ENG/FA</b>	Literature <i>or</i> Fine Arts elective	3
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<b>HIST</b>	Western Civilization <i>or</i> American History	3
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Capstone

<b>INST 480</b>	Christian Perspectives	3
<i>Subtotal Credit Hours:</i>		<u>18*</u>

\*Students may waive TWO courses from areas CSC/MATH, ANTH, ENG/FA and HIST.

*Lower-division Nursing:* 30  
(Diploma school graduates must meet articulation model requirements)

*Upper-division Nursing:*

<b>NURS 301</b>	Health Care Informatics	3
<b>NURS 302</b>	Theoretical Foundations of Nursing	3
<b>NURS 303</b>	Psychosocial-Spiritual Assessment	3
<b>NURS 305</b>	Physical Assessment	3

<b>NURS 306</b>	Health Promotion and Health Education in Nursing Practice	3
<b>NURS 402</b>	Leadership in Nursing Practice	3
<b>NURS 403</b>	Holistic Family /Community Nursing Practice	5
<b>NURS 404</b>	Nursing Research	3
<b>NURS 405</b>	Senior Seminar/Practicum	4
<i>Subtotal Credit Hours:</i>		<u>30</u>

<b>ELECT</b>	Electives	
	<i>Total Credit Hours:</i>	<u>121</u>

Senior BSN students may take up to 9 hours of approved Eastern University graduate course work as part of the BSN graduation requirements. See the Nursing Department for details.

**CERTIFICATION IN SCHOOL NURSING**

*(To be discontinued fall 2003)*

School Nurse Certification requirements may be completed in conjunction with the BSN. Enrollment in NURS 430 requires current PA-RN licensure, liability insurance coverage (\$1 million recommended), current CPR and First Aid certification, personal health insurance, Hepatitis B vaccine or waiver, completed health form, and criminal and child abuse background check. Nutrition Science is required for students who completed nursing more than ten years ago. A Physical Assessment course is required for students who completed a physical assessment course more than five years ago.

<b>NURS 400</b>	Directed Study in Community Health Nursing	3
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<b>NURS 408</b>	Legal and Mandated Responsibilities of the School Nurse	3
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<b>NURS 409</b>	The School Nurse and the Exceptional Child	3
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<b>NURS 430</b>	School Nurse Practicum and Field Experience	3
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<b>EDU 200</b>	Social and Philosophical Foundations of Modern Education	3
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<b>BKIN 220</b>	Basic Nutrition Science <i>(only if over 10-year limit)</i>	3
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<b>PSY 205</b>	Child Psychology <i>or</i>	
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<b>PSY 206</b>	Adolescent Psychology <i>or</i>	
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<b>PSY 207</b>	Human Growth and Development	3
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<b>PSY 211</b>	Psychology of Education	3
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<b>PSY 320</b>	Techniques of Counseling <i>or</i>	
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<b>COM 203</b>	Group Dynamics and Leadership	3
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<i>Total Credit Hours:</i>		<u>24-27</u>
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## **COURSE DESCRIPTIONS**

### **301 Health Care Informatics 3**

This course examines technology and its impact upon nursing and the healthcare industry and explores how computers are utilized in education, practice, administration and research. Orientation in laptop computers, software evaluation, basic computer skills are taught and a group project planned. Legal and ethical issues are discussed.

### **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 ENG 102, NURS 301.

### **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.

### **305 Physical Assessment 1 or 3**

This course focuses on physical assessment and client education needs. Students identify health care needs of individuals throughout the life span. Pre- or Corequisites: Minimum grades of C in NURS 302, Anatomy and Physiology I, II.

### **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 explore the concepts of health promotion and disease prevention as the challenge of the 21st century. Students also have the opportunity to discuss and apply teaching and learning theories. The central role of the nurse as a primary health educator is explored. Prerequisite: Minimum grade of C in NURS 302.

### **402 Leadership in Nursing Practice 3**

Principles of leadership related to the organization and delivery of nursing care. 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.

### **403 Holistic Family/Community Nursing Practice 5**

This course focuses on health care needs of families and communities. Epidemiological principles

are emphasized. Students identify need(s) for change and design nursing strategies to meet these needs. Students participate with other health care providers in delivering family/community health care and serve as advocates for health care consumers. (3 hours/week class, 40 hours practicum.) A 2-credit portfolio option for the practicum is available for students who currently work in the community. Prerequisites: Minimum grade of C in NURS 302 and NURS 305.

### **404 Nursing Research 3**

The research process is examined as systematic problem solving for the improvement of health care. Emphasis is placed on analysis and evaluation of research findings for application to nursing practice. Recommended prerequisite: Minimum grade of C in PSY/MATH 220. Prerequisite: Minimum grade of C in NURS 302.

### **405 Senior Seminar/Practicum 4**

The seminar focuses on the processes 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, 56 hours per semester practicum.) Prerequisites: Minimum grades of C in NURS 303, 304, 402, 403. Pre- or Corequisite: NURS 404.

### **408 Legal and Mandated Responsibilities of the School Nurse 3**

Designed to describe and demonstrate procedures carried out by physicians, nurses, dentists, teachers and others to appraise, protect and promote the health of students and school personnel. School Health Services is concerned with promoting the total health of the student giving attention to physical, intellectual, social, emotional, and spiritual aspects, recognizing the interdependence of each on the new or prospective school nurse, principles of program administration, management and change. Available on-line.

### **409 The School Nurse and the Exceptional Child 3**

Designed to give students an awareness and appreciation of the uniqueness of the role of the school nurse in meeting the needs of children with

handicapping, chronic emotional conditions and developmental disabilities served under IDEA. The course is designed to improve the school nurse's skills in assessing and identifying the needs of this population, developing the health component of the individual education plan and implementing intervention strategies. Prerequisite: Minimum grade of C in NURS 408. Available on-line.

### **430 School Nurse Practicum and Field Experience** 3, 6

This course includes two hours per week in class to discuss application of theory and share ideas and questions, and ten hours per week (for a total of 100 hours) as the student can arrange, of supervised practical experience in a school district — 10 hours health education, 20 hours special education, 60 hours secondary education, and 60 hours elementary education. Students in the school nurse program are required to take a six-credit practicum with the following exception: 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 volunteer. A verification in writing of hours of nurse's immediate supervisor, i.e., principal, must accompany the request for a reduced credit practicum. Pre- or Corequisite: Minimum grade of C in NURS 408.

## **Philosophy**

### **THE MINOR IN PHILOSOPHY**

PHI 200, 211, 301, 302 and six additional elective hours in Philosophy.

### **COURSE DESCRIPTIONS**

#### **200 Introduction to Philosophy** 3

A problem-oriented course designed to acquaint the student with philosophical thinking as a mode of inquiry. Historical and contemporary problems are investigated.

#### **210 Christian Ethics and Medical Issues** 3

Basic studies from philosophical, legal and medical perspectives of such moral issues as euthanasia, abortion, eugenics and behavior control. Primarily for nurses.

#### **211 Faith and Philosophy** 3

A course on learning to reason about matters of faith. Topics include classic arguments for the existence of God, the rationality of believing without "proof," and theistic responses to the problem of evil.

#### **220 Introduction to Logic** 3

Focus on learning the art of critical thinking and its application to the kinds of arguments found in everyday life (e.g., in newspapers). Attention will be given to informal fallacies and to elementary formal logic (the sentential calculus).

#### **301 Ancient and Medieval Philosophy** 3

A survey of key philosophers of the classical tradition (especially Plato and Aristotle) and the critical appropriation of this tradition by Christian philosophers such as Augustine, Anselm and Aquinas. Offered in alternate years.

#### **302 Modern Philosophy** 3

A survey of key philosophers of the modern period (e.g., Descartes, Locke, Kant) with special attention to how their thought established the context within which most Westerners (including Western Christians) continue to think. Offered in alternate years.

#### **320 Philosophy of Natural Science** 3

An investigation of the nature of scientific method and knowledge. Attention is given to philosophical issues raised in reference to the epistemological status of scientific statements, the ontological status of scientific constructs, and the integration of science and religion.

#### **322 Philosophy of Social Science** 3

This course considers three main ways of approaching social science: a) as an empirical endeavor, in imitation of the natural sciences; b) as an interpretive endeavor, more in imitation of the humanities; and c) as a value-critical endeavor, based on committed worldviews or "standpoints," such as feminism, Christianity, Marxism, Afro-centrism.

#### **340 Philosophy of Gender** 3

A survey of the major streams of feminist thought and activism, their counterparts in certain men's movements, and Christian responses to both. The approach will be mainly systematic, with selected historical and cross-cultural emphases. Topics include gender conservatism, liberal feminism, socialist and radical feminism, and responses to these by selected Christian scholars and activists.

#### **421 Existentialism** 3

A survey of key existential themes of the philosophy of human existence, such as anxiety and authenticity, despair and decision, existence as a task and the awareness of death. Texts will be not only philosophical but also literary (e.g., Camus and Dostoevsky) by authors both Christian and not (e.g., Kierkegaard, Sartre). Offered in alternate years.

## Physical Science

### COURSE DESCRIPTIONS

#### 101, 102 Introduction to Physics 4, 4

First semester: classical mechanics. Second semester: oscillations, waves, optics, electricity and magnetism. Prerequisite: Minimum grade of C in MATH 212 or equivalent or permission of instructor. Physics 101 is prerequisite to 102. Three hours lecture, two hours laboratory.

#### 111 The Solar System 4

A survey of the solar system, concentrating on the earth and other planets, comets and meteors and origins of the solar system itself. Lab includes several nights of observing and CCD photography in the computerized observatory as well as work in the planetarium. Three hours lecture, two hours laboratory.

#### 112 Exploration of the Universe 4

The universe beyond the solar system: stars and galaxies, binary stars, stellar evolution, pulsars, black holes, cosmology. Lab includes several nights of observing and CCD photography in the computerized observatory as well as work in the planetarium. Three hours lecture, two hours laboratory.

#### 205 Physical Science for Elementary Teachers 3

A study of the major areas of physical science that are relevant for teachers at the elementary school level. Required for Elementary Education majors. No prerequisites. Three hours lecture, no laboratory. Restricted to Elementary Education majors.

#### 316 Field Geology 4

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## Political Science

### THE MAJOR FOR THE B.A. IN POLITICAL SCIENCE

Required courses for the Political Science major:

POS 103	American Government	3
POS 200	Comparative Government	3
POS 212	International Relations	3
POS 214	Political Theory	3
POS	Electives, independent study or internship	24
Total Credit Hours:		36

### THE MINOR IN POLITICAL SCIENCE

POS 103; choose one of the following: POS 200, 212, or 214; and twelve hours of Political Science electives.

### THE MINOR IN LEADERSHIP

For students who wish to study leadership in an intentional and interdisciplinary way. INST 310, INST 300, THEO 210 and Internship; eight additional credits from list of approved courses in psychology, communication arts, business, history, political science and youth ministry. Students must maintain a 2.8 grade-point average, participate in a preceptorship and serve one year in a significant leadership position. See the Director of Leadership Development or the History/Political Science chairperson.

### THE MINOR IN LEGAL STUDIES

This minor emphasizes that law and legal institutions should be understood within a liberal arts, interdisciplinary setting. Its focus is on helping students to become informed, active, well-rounded critical thinkers. Because law pervades our society, legal literacy can be viewed as important for many careers. This minor does not focus so much on obtaining legal skills as on law as a central liberal art. The minor consists of seven courses with a core of five required courses.

HIS 435	United States Legal History	3
INST 270	Justice in a Pluralistic Society	3
POS 214	Political Theory	3
POS 318	Introduction to Law and the Legal System	3
POS 342	American Constitutional Law	3

Choose ONE course from: 3

PHI 200	Introduction to Philosophy
PHI 220	Logic
PHI 302	Modern Philosophy

Choose ONE course from: 3

BIO 420	Environmental Regulations and Policy
BUSA 350	Business Law
POS 380	American Political Thought
SOC 332	Theories of Modernity

Total Credit Hours: 21

### COURSE DESCRIPTIONS

#### 103 American Government 3

Surveys the founding principles of the American political system, the American political culture, and the decision-making processes and institutions of American government. Examines contending theories of American democracy. Offered every fall.

**104 State and Local Government** 3  
American state and local government in a federal system of government. Structure, function, problems and federal-state relations are considered. Offered every spring.

**200 Comparative Government** 3  
Comparative analysis of leading governments of other nations contrasted with each other and the government of the United States. Political institutions, political parties, and electoral processes will be examined. Prerequisite: Minimum grade of C in POS 103. Offered every other fall.

**212 International Relations** 3  
Course covers geographic, economic, demographic, strategic and ideological factors of world politics. Also considers problems attending the development of a new international political system. Offered every other spring.

**214 Political Theory** 3  
An examination of the main political thinkers in the Western tradition with special emphasis on philosophical foundations.

**310 Government and Politics in Western Europe** 3  
Course examines and compares the political processes and government structures of European countries, including Great Britain, France, Germany and Belgium as well as the rapidly changing European Union. Topics include political culture, constitutional development, legislative-executive relations and electoral systems. A particular focus will be historic changes within countries and the European Union grappling with trends of integration and disintegration.

**315 Public Administration** 3  
An introduction to the role of administration and bureaucracy in the government process, considering principles of administrative organization, methods of administrative control, personnel and fiscal management as it relates to making and executing public policy.

**316 Women and Politics** 3  
Explores the history of the suffrage movement. Examines how feminism has affected women's entry into politics and how women have participated in legislative, executive and judicial branches. Topics in public policy issues related to women also included.

**317 Urban Politics** 3  
Analysis of contemporary life and politics in cities. Study of development, theories, and problems of urban life as they relate to the political process and public policy.

**318 Introduction to Law and the Legal System** 3  
Introduction to the role of law in our society. Looks at the nature of legal decision making, then at various actors in the system: lawyers, judges, police and jurors. The adversary process is analyzed.

**320 Environmental Issues** 3  
See description for BIO 320.

**331 Politics, Parties and Interest Groups** 3  
Examines the role of political parties in contemporary American government and the implications of weakened parties for governing. Surveys the place of interest groups and political action committees in politics, both in policymaking and campaigns and elections. Offered every spring.

**332 The American Presidency** 3  
Examines historical ideas of the office, its historical development and its present setting in American politics. Topics include the presidency and the Constitution, the President and Congress, the President as chief executive and campaigning for the modern presidency.

**342 American Constitutional Law** 3  
A study of the U.S. Supreme Court and its special role in American government and society. Leading court opinions in separations of powers, federalism and civil liberties and civil rights are analyzed. Recommended for students interested in law school. Prerequisite: Minimum grade of C in POS 103. Offered every other spring.

**380 American Political Thought** 3  
Explores historical and contemporary perspectives on such key American ideas and ideals as constitutionalism, equality, freedom, individualism, relationship between state and economy and relationship between state and religion.

**495 Internship** 2-6  
A supervised field experience in an organization, association, corporation or office that relates to the student's career objective and is relevant to the field of political science. Supervised readings may be required, and 35 hours work per semester is required in the field for each hour's credit. The student is responsible for travel; the instructor for supervision and evaluation. Maximum of six credits may be used in the major.

## Psychology

### THE MAJOR FOR THE B.A. AND B.S. IN PSYCHOLOGY

Courses required for both majors:

PSY 100	General Psychology	3
PSY 220	Statistics for Social and Behavioral Sciences	3
PSY 300	Introduction to Psychological Testing	3
PSY 301	Abnormal Psychology	3
PSY 308	Psychology of Personality	3
PSY 341	Research Methods I	3
PSY 342	Research Methods II	3
PSY 415	History and Systems of Psychology	3
PSY 443	Senior Thesis <i>or</i>	
PSY 495	Internship in Psychology-Related Services	3
<i>Subtotal Credit Hours:</i>		<u>27</u>

### THE B.A. TRACK

Choose *FOUR* of the following:

PSY 205	Child Psychology	
PSY 206	Adolescent Psychology	
PSY 207	Human Growth and Development	
<i>(Credit may not be awarded if credit has been awarded for PSY 205)</i>		
PSY 211	Educational Psychology	
PSY 304	Social Psychology	
PSY 320	Techniques of Individual Counseling	
PSY 322	Psychology of Gender	
<i>Subtotal Credit Hours:</i>		<u>12</u>
PSY	Elective from B.S. track	3
<i>Subtotal Credit Hours:</i>		<u>3</u>
<i>Total Credit Hours:</i>		<u>42</u>

Recommended:

PHI 322	Philosophy of Social Science
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Spanish is recommended to fulfill the core curriculum language requirement.

### THE B.S. TRACK

Choose *THREE* of the following:

PSY 302	Experimental Psychology and Laboratory	
PSY 303	Sensation and Perception	
PSY 318	Learning and Cognition	
PSY 417	Physiological Psychology	
<i>Subtotal Credit Hours:</i>		<u>9-10</u>

Required:

BIO 233	Human Physiology / Anatomy I	4
PSY	Elective from B.A. track	3
<i>Subtotal Credit Hours:</i>		<u>7</u>
<i>Total Credit Hours:</i>		<u>43-44</u>

### THE MINOR IN PSYCHOLOGY

Eighteen hours in Psychology to include PSY 100 excluding PSY 395 and 495.

### THE MINOR IN GENDER STUDIES

Eighteen hours in gender studies chosen from Special Topics courses, such as Women in Scripture and Tradition, as well as ANTH 220, ENG 210, HIS 341, PHI 340, POS 316, PSY 322, SOC 310, SWK 110 and SWK 258 or other courses approved by the program coordinator.

### COURSE DESCRIPTIONS

**100 General Psychology** 3  
A summary and overview of the field of psychology as the scientific study of human behavior including research issues, theoretical approaches, and selected areas of study. Offered in fall and spring.

**110 The Dynamics of Individual and Group Development** 1  
Presents theoretical models for use by resident assistants in Eastern's residence hall program. Course looks at the developmental tasks of college students and provides an overview of the role of paraprofessional counselors. Prerequisite: Open only to resident assistants.

**205 Child Psychology** 3  
Study of individual development from the prenatal period through middle childhood, including details of physical, cognitive and psychosocial development. Includes opportunity to observe and record child behavior. Some background in Psychology is desirable but not required. Students may not receive credit for this course if credit has been earned for a lifespan development course (e.g., PSY 207). Offered in fall and spring.

**206 Adolescent Psychology** 3  
Human development from the onset of puberty to the early twenties. Course covers the interrelatedness of the biological, intellectual, emotional, social and religious dimensions of personality as well as major conflicts that adolescents encounter. Some background in Psychology is desirable but not required. Offered in fall and spring.

- 207 Human Growth and Development** 3  
A survey of the theories, issues, and empirical data relevant to the process of human development from conception to death. Focus is on the physical, intellectual and psychosocial development of the individual person. Emphasis is on the practical implications of the academic material for professional intervention in various settings. No prerequisites. Students may not receive credit for this course if credit has been earned for a child psychology course (e.g., PSY 205). Offered in fall.
- 211 Psychology of Education** 3  
This course investigates psychological theories and research findings regarding development, learning and cognition, motivation, and social behavior. It also covers techniques and practices in assessing student learning. The focus is on the practical relevance of this material for elementary and secondary education settings. Offered in fall and spring.
- 220 Statistics for the Social and Behavioral Sciences** 3  
Course covers meaning, purposes and processes of statistical methods; selection of representative, parallel or equivalent groups; graphic representation; measures of central tendency and variability; normal distribution; probability; random sampling; confidence levels; inference; t-test; analysis of variance; chi square; correlation. Factors influencing statistical power (effect size, sample size, etc.) are emphasized for each procedure. This course stresses practical application of theory within the field of psychology. Prerequisite: Minimum grade of C in PSY 100 or permission of instructor. Open to Psychology majors and minors only. Offered in fall and spring. Must be taken before the junior year.
- 240 Basic Counseling Skills** 3  
This course will introduce students to basic counseling skills for use in ministry, social work, and human relationships. Active listening, empathy, paraphrasing, clarification, and summarizing will be the focus of class discussion. Skill development will be enhanced through demonstrations and role-plays. Open to all students except Psychology majors.
- 300 Introduction to Psychological Testing** 3  
Study of basic criteria which an authentic psychological test should meet: standardization, validity, reliability. Course also includes overview of many prominently known tests of achievement, intelligence, aptitude, interests and personality. Students take several psychological tests and create a comprehensive assessment portfolio. Prerequisites: Minimum grades of C in PSY 100, 220. Offered in fall and spring.
- 301 Abnormal Psychology** 3  
Etiology, dynamics, symptoms and treatment of the more common types of psychological disorders, both functional and organic. Concepts of mental health and prevention are also considered. Prerequisite: Minimum grade of C in PSY 100. Offered in fall and spring.
- 302 Experimental Psychology and Laboratory** 4  
This course provides a basic introduction to and application of the principles of experimental research in psychology. Topics to be covered include ethics, types of variables, operationalization, principles of control, major control techniques, experimental designs (such as two-group, multiple group, within subjects, and matched groups design), artifacts, statistical inference, and analysis of variance, within the overall context of experimental research. Two hours per week will be spent in laboratory examination of the topics covered, with animal and human subjects. Offered in spring. Prerequisites: Minimum grades of C in PSY 100, 220. Satisfies lab science core.
- 303 Sensation and Perception** 3  
This course addresses sensation, which is the registration of information related to the nature of the physical universe and the human receptors; perception, which is the interpretation of information related to the pathways of neural processing; and the cumulative memory bank, which is the basis for cognitive reality. Prerequisites: Minimum grades of C in PSY 100, BIO 151 or 233. Offered in fall 2003, 2005.
- 304 Social Psychology** 3  
A general survey of social psychology with emphasis on current research findings. Topics include social influence, attitudes, interpersonal interactions and group behavior. Prerequisite: Minimum grade of C in PSY 100. Offered in the spring.
- 308 Psychology of Personality** 3  
A study of selected theories of personality development representing the major approaches to understanding personality and behavior in modern psychology. Prerequisite: Minimum grade of C in PSY 100. Offered in fall and spring.
- 318 Learning and Cognition** 3  
Survey and critical review of existing theories of learning and cognition to include the behaviorist perspective, an overview of cognitivism and how it evolved from behaviorism, and a study of perception and attention processes and their relationship to the memory system. In addition, social learning theory, theories of memory, complex learning, transfer, and problem solving are reviewed. Offered in fall.

**320 Techniques of Individual Counseling** 3

Introduction to skills of interpersonal relationship, problem management, and individual counseling skills. The course involves academic study of the counseling process and extensive practice of problem assessment and counseling skills. Focus is on counseling techniques, with less emphasis on theory. Prerequisites: Minimum grades of C in PSY 301 and 308. Offered in the fall and spring. May not be taken if credit has been earned for PSY 240.

**322 Psychology of Gender** 3

This course focuses on the development of gender identity and gender roles from a psychological perspective. Topics include stereotypes, comparisons of male and female cognitive, physical, social and sexual functioning, an historical perspective on gender roles, socialization theories and agents, family relationships, love and marital relationships, communication styles, mental health issues and issues of power. The course will use materials from both a male and female perspective and will discuss gender roles from a Christian worldview perspective. Prerequisite: Minimum grade of C in PSY 100 or permission of the instructor. Offered in spring.

**341 Research Methods I** 3

A course required of all psychology majors usually taken during their junior year. The course covers basic research design, both quasi-experimental and experimental. Topics covered include the case study, naturalistic observation, correlational studies, survey techniques, and controlled experiments in the field and in the laboratory. Prerequisites: Minimum grades of C in PSY 100, 220. Offered in fall and spring.

**342 Research Methods II** 3

A course required of all psychology majors during the junior year by psychology majors. Students are required to develop a prospectus which requires skilled research techniques such as the development of a hypothesis, a thorough review of relevant articles from professional journals, and creation of a research design including proposed method of data collection and appropriate statistical analysis of results. A thorough application of APA guidelines is emphasized. Prerequisite: Minimum grade of C in PSY 341. Offered in fall and spring.

**415 History and Systems of Psychology** 3

This course presents an historical study of the development of psychology as a natural and social science, from the time of the Ancient Greeks to the present. Topics include the philosophical and natural science roots of psychology, the interrelated development of the various theories of psychology and progress in the major areas of psychological

research. Prerequisites: Senior status as a psychology major or permission of instructor. Offered in fall and spring.

**417 Physiological Psychology** 4

This course is an introduction to the biological bases of behavior. Specific topics include philosophical and scientific perspectives on mind or consciousness, intra- and inter-neuronal signaling, basic neuroanatomy, behavioral neuroscience methods, psychopharmacology and drug abuse, motor systems, biological rhythms of sleep and waking, emotion, and the biological substrates of selected psychological disorders. Three lectures per week with laboratory exercises in synaptic transmission, neuroanatomy, behavioral pharmacology, behavioral toxicology, and motor systems. Offered in spring 2005.

**443 Senior Thesis** 3

An honors course for selected senior psychology majors taken in the fall semester of the senior year. This course is necessary for those pursuing graduate programs. Students collect and analyze data, write a research paper, and give an oral presentation. Prerequisite: Minimum grade of C in PSY 342.

**495 Internship** 2-12

An off-campus supervised work experience in psychological or related services offered at institutions providing treatment and rehabilitation for children, adolescents or adults. Specific placements depend on the needs of the institutions and the students' interests and experience. Each hour of academic credit requires 40 hours of work for the agency. Interns are evaluated by their clinical and faculty supervisors. Internship is normally offered during the spring semester, but may be arranged for fall or summer. Prerequisite: Minimum grade of C in PSY 342, senior status as a psychology major.

## **SOCIAL WORK**

### **MISSION, GOALS AND OBJECTIVES**

The mission of the Social Work major is to prepare knowledgeable, skilled and caring social work professionals to be instruments of God's mercy and justice in a hurting world.

The goals of the Social Work major are: to prepare graduates for beginning generalist social work practice with individuals, families, groups, organizations and communities from the perspective of a Christian understanding of humanity, society and the world; and to provide graduates with the educational background necessary to pursue graduate study in social work.



Graduates of the Social Work major will:

1. Understand the history of the social welfare institution and social work profession, including their current structures, issues and interrelationship as the context for their practice.

2. Practice within the values, ethics and metatheories of the social work profession as understood from the perspective of a Christian worldview.

3. Function within the structure of organizations and service delivery systems and, under supervision, utilize strategies for seeking necessary organizational and systemic change.

4. Utilize cognitive, empathic, analytic and synthetic skills to understand their clients, individually and collectively, as well as the social systems that affect them.

5. Utilize knowledge of bio-psycho-social-spiritual variables that affect individual development and action, and utilize theoretical frameworks to understand the interactions among individuals and between individuals and social systems (e.g., families, groups, organizations and communities), and to intervene in dysfunctional interactions.

6. Practice with an understanding of and respect for the positive value of human diversity.

7. Understand policy (federal, state, local and agency) and its effect on clients, workers and agencies, and intervene in policy in the interest of their clients.

8. Understand the forms and mechanisms of human discrimination and oppression, and utilize strategies that advance social and economic justice.

9. Utilize generalist social work values, knowledge and skills differentially with human systems of all sizes and types, professional colleagues, agency support staff and community members.

10. Understand and utilize their "self" professionally in relationship with clients, colleagues and others related to their practice.

11. Evaluate empirical and theoretical findings and apply them to practice; participate in research processes; and, under supervision, evaluate their own practice interventions and those of other relevant systems.

12. Utilize supervision, consultation, literature, conferences and other personal and professional support systems to further their own development and renewal.

### ADMISSION

Admission to Eastern University does not guarantee admission to the Social Work major. Students considering the major should indicate their interest upon entering the University and seek the assistance of a social work faculty

member in evaluating their vocational goals and in planning an academic program. Application for admission to the Social Work major normally is made during the spring semester of the sophomore year but no later than the fall semester of the junior year. During the admission process, students evaluate themselves and are evaluated by the social work faculty. Students are encouraged to seek employment or volunteer experience in social service agencies during their first and sophomore years in order to explore their interest in, and aptitude for, social work and to prepare for their field practicum.

### FIELD PRACTICUM

Field experience, supervised by an experienced social worker, is a central feature of education for social work. Students enrolled in the Social Work major gain practical experience by working in field agencies, two days per week during the spring semester of their junior year and throughout both semesters of their senior year, while concurrently studying social work practice theory in the classroom.

### ACCREDITATION

Eastern University has been accredited since 1974 (the earliest year in which accreditation was available) by the Council on Social Work Education (CSWE) for the baccalaureate Social Work major. The University is authorized by the Commonwealth of Pennsylvania to confer the Bachelor of Social Work (B.S.W.) degree. A growing number of accredited graduate schools of social work offer advanced standing of up to one year, in a normally two-year Master of Social Work (M.S.W.) degree program, to graduates of baccalaureate social work programs that are accredited by CSWE.

### THE MAJOR FOR THE B.S.W. IN SOCIAL WORK

*Professional Requirements:*

<b>SWK 100</b>	Human Need and Social Response	3
<b>SWK 110</b>	Human Diversity and Social Interaction	3
<b>SWK 200</b>	Introduction to Social Work	3
<b>SWK 340</b>	The Social Work Agency	3
<b>SWK 360</b>	Social Work Practice I	3
<b>SWK 370</b>	Social Work Field Practicum I	4
<b>SWK 420</b>	Individual Growth and Activity in Social Environment	3
<b>SWK 440</b>	Social Welfare Policy Issues	3
<b>SWK 461-462</b>	Social Work Practice II	3-3
<b>SWK 471-472</b>	Social Work Field Practicum II	4-4
<b>SWK 481</b>	Social Work Research	3

*Subtotal Credit Hours:*

42

*Professionally Related Requirements:*

<b>ANTH 101</b>	Introduction to Cultural Anthropology	3
<b>BIO 104</b>	General Biology: An Appreciation of Life	4
<b>ECON 203</b>	Principles of Economics-Macro	3
<b>POS 104</b>	State and Local Government	3
<b>PSY 100</b>	General Psychology	3
<b>SOC 100</b>	Introduction to Sociology	3
	<i>Subtotal Credit Hours:</i>	<u>19</u>
	<i>Total Credit Hours:</i>	<u>61</u>

**THE MINOR IN SOCIAL WELFARE**

Students majoring in other disciplines who want to learn more about social welfare may want to declare the minor in Social Welfare. Although students participate in some of the same courses as those majoring in social work, the minor is *not* accredited by the Council on Social Work Education. Students wishing to qualify as social workers upon graduation should declare the Social Work major. The Social Welfare minor is not open to students majoring in Social Work.

<b>SWK 100</b>	Human Need and Social Response	3
<b>SWK 110</b>	Human Diversity and Social Interaction	3
<b>SWK 200</b>	Introduction to Social Work	3

*Electives (choose a minimum of THREE courses from the following):*

<b>SWK 230</b>	Special Topics	
<b>SWK 251</b>	Services for Families and Children	
<b>SWK 254</b>	Services to the Aging	
<b>SWK 256</b>	Health and Social Welfare	
<b>SWK 258</b>	Women's Issues and Services	
	<i>Subtotal Credit Hours:</i>	<u>9</u>
	<i>Total Credit Hours:</i>	<u>18</u>

**COURSE DESCRIPTIONS**

**100 Human Need and Social Response 3**  
An analytical and critical survey of individual and social needs and the informal and formal means whereby society attempts to meet human needs. Particular attention will be given to organized services within the American social welfare enterprise. Material for thought and discussion will be provided by reading, videos, field observation, the students' experiences, etc. No prerequisites.

**110 Human Diversity and Social Interaction 3**  
A survey of the similarities and differences of human individuals and groups, and the effect of human diversity on social interaction, within the

context of social welfare and social work. Particular attention will be given to differences based on age, gender and sexual orientation; race, ethnicity and nationality; culture and lifestyle; religion; ability and disability; and socioeconomic status. Material for thought and discussion will be provided by reading, videos, field observation, the students' life experiences, etc. No prerequisites.

**200 Introduction to Social Work 3**  
An introduction to the knowledge base of social work practice. Basic practice principles will be formulated through the use of assigned reading, volunteer experiences in social agencies, class discussion, etc. Particular attention will be given to students' self-awareness as they prepare to establish helping relationships within agency settings. Attention will also be given to understanding how social workers define human need and mediate the problems of people in the context of the social environment. Open to all students with sophomore standing or above.

**251 Services for Families and Children 3**  
A study of problems experienced by families and children and the services designed to meet them. Attention will be given to traditional services dealing with problems such as child abuse and marital conflict, as well as less traditional services dealing with problems such as adolescent flight, spouse abuse, and addictions. No prerequisites. Offered spring 2005.

**254 Services to the Aging 3**  
An exploration of the physical, social, emotional and spiritual needs of the aging and the services available to meet them. Attention will be given to the role of the Church in meeting the needs of the elderly. No prerequisites. Offered spring 2004.

**256 Health and Social Welfare 3**  
Current concepts of "health" and "illness" will be critically examined in light of their manifest and latent definitions. A framework incorporating social, psychological, political, economic, biological and spiritual factors will be used to explore the developmental life cycle process. Major sub-groups which evidence vulnerability to repeated episodes of physical and/or mental illness will be identified and discussed. The role of the social worker in the health care setting, both direct and indirect, will be explored. No prerequisites.

**258 Women's Issues and Services 3**  
An exploration of current issues facing women and social services that have developed in areas such as child welfare, mental health and domestic violence. Consideration will be given to social,

political and economic factors that influence the way in which issues emerge and services are developed. Contemporary and historical response of secular and Christian communities to women's issues will be examined. Particular attention will be given to ways in which social workers listen and respond to women's needs. No prerequisites. Offered fall 2004.

**340 The Social Work Agency** 3

An exploration of the social work agency from the perspective of a direct service social work practitioner. Students will use materials contributed from their field practicum experiences as the basis for exploring the impact of the social work agency on its clients, the larger society, and the social worker. Prerequisite: Minimum grade of C in SWK 100. Corequisite: SWK 370.

**360 Social Work Practice I** 3

An introduction to social work practice with individuals, families, groups, organizations and communities. Assigned readings and social work process records provided by the instructor or contributed from the students' own field practicum experiences will be used to begin to acquire knowledge and skills required by social work practitioners. Open to junior social work majors only. Prerequisites: Minimum grades of C in SWK 100, 110, 200, PSY 100, SOC 100. Corequisite: SWK 370.

**370 Social Work Field Practicum I** 4

Supervised social work practice and observation in a social work agency or host setting, two days per week (normally Tuesday and Thursday). Students carry beginning, direct-service responsibilities. Agency placement is made the previous fall semester. Graded on P/F basis. Open to junior social work majors only. Prerequisite: admission to the social work major. Corequisites: SWK 340, 360.

**420 Individual Growth and Activity in Social Environment** 3

An exploration of the character and process of human growth and activity as a basis for understanding one's clients and one's self and the interaction between the two. The focus will be on the individuality and sociality of human beings and the tensions between these qualities. Attention will be given to the concepts of freedom, will, choice and responsibility as they mediate between theoretical frameworks which emphasize internal and external causal factors. Open to senior social work majors only. Prerequisites: Minimum grades of C in SWK 110, ANTH 101, BIO 104, PSY 100, SOC 100. Corequisite: SWK 471.

**440 Social Welfare Policy Issues** 3

An exploration of the ideological and philosophical issues underlying current social welfare policy in the United States. Students utilize analysis of major social welfare policy areas to inform their understanding of current issues, developing social forces, and macro-level social change activities. Open to senior social work majors only. Prerequisite: Minimum grades of C in SWK 340, ECON 203, POS 104. Corequisite: SWK 472.

**461-462 Social Work Practice II** 3-3

Emphasis is placed on deepening understanding of social work practice and beginning integration of knowledge and skill. Open to senior social work majors only. Must be taken during one academic year. Prerequisite: Minimum grade of C in SWK 360. SWK 461 corequisites: SWK 420, 471, 481. SWK 462 corequisites: SWK 440, 472.

**471-472 Social Work Field Practicum II** 4-4

Supervised social work practice in a social work agency or host setting, two days per week. Students carry direct service responsibilities throughout the two semesters. Open to senior social work majors only. Agency placement is made during the spring semester of the previous academic year. Graded on a P/F basis. Must be taken during one academic year. Prerequisite: SWK 370. SWK 471 corequisites: SWK 420, 461, 481. SWK 472 corequisite: SWK 440.

**481 Social Work Research** 3

An introduction to scientific methods of inquiry concerning the phenomena encountered by direct service social work practitioners. Particular attention is given to evaluation and interpretation of research findings, research design and implementation, basic statistical measures, evaluation of service delivery, evaluation of students' own practice, the implications of human diversity for research design and interpretation, and the ethical context of the research process. Corequisite: SWK 471.

**Sociology**

**THE MAJOR FOR THE B.A. IN SOCIOLOGY**

SOC 100	Introduction to Sociology	3
ANTH 101	Introduction to Cultural Anthropology	3
SOC 200	Social Movements	3
SOC 318	Research Methodology	3
SOC 331	Historical Sociology	3
SOC 332	Theories of Modernity	3
SOC 417	Senior Thesis	3
SOC 418	Senior Seminar	3
SOC/ANTH	Electives	12
<i>Total Credit Hours:</i>		<i>36</i>

Up to TWO of the following courses may contribute to the required 12 hours of electives:

<b>BUSA 312</b>	Urban Planning and Strategies
<b>POS 317</b>	Urban Politics
<b>SWK 110</b>	Human Diversity and Social Interaction
<b>SWK 258</b>	Women's Issues and Services

### THE MINOR IN SOCIOLOGY

Eighteen hours, including SOC 100, 318, 331, 332 and six hours of electives.

### COURSE DESCRIPTIONS

**100 Introduction to Sociology** 3  
The nature of society with special emphasis on the basic concepts, social processes, social institutions and social change.

**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.

**200 Social Movements** 3  
This course will review national and international social movements in the context of recent social movement theory and research, considering whether they reflect Christ's call to usher in the Kingdom of God.

**310 The Family** 3  
Course covers historical background and cultural comparisons of families, premarital and marital behavior and family disorganization and reorganization. No prerequisites.

**318 Research Methodology** 3  
A survey of research methods employed in the social sciences. Emphases will include theory construction, measurement and data gathering techniques, sampling, data analysis and research ethics. Prerequisite: Six hours credit in sociology and/or anthropology with minimum grades of C.

**320 Church-Based Economic Development** 3  
This course will survey models for the organization of micro and macro programs in the context of urban churches. The theological dimensions of community development also will be explored. The purpose of this course is to develop a rudimentary model for microeconomic programs in a church setting.

**321 Crime and Delinquency** 3  
A critical analysis of various theories of crime and delinquency, emphasizing how well the theories explain empirical data. The implications of theory for treatment will be examined. Prerequisite: Minimum grade of C in SOC 100 or permission of department.

**322 Criminal Justice** 3  
This course will attempt to convey an understanding of how the criminal law actually operates. It will deal in part with the following areas: the concept of punishment, role of the police, the role of the attorney, bail, trials, pleas, sentencing and corrections. One objective of the course is to raise questions about the purposes of the criminal law and how those purposes can best be realized in modern society. Prerequisite: Minimum grade of C in SOC 100 or POS 103 or permission of department chair. May count as a Political Science course.

**331 Historical Sociology** 3  
The history of the development of social theory in the West. Major attention will be given to Karl Marx, Emile Durkheim, and Max Weber as the most significant formulators of classic sociological models. Prerequisite: Minimum grade of C in SOC 100 or ANTH 101.

**332 Theories of Modernity** 3  
A survey of contemporary schools of thought about modern societies and their environments. Emphasis is given to neoclassical economic thought and modern critiques of it. Prerequisite: Minimum grade of C in SOC 331.

**340 Urban Sociology** 3  
The course is designed to cover the basic concepts of urban sociology. Special attention will be given to problems related to the contemporary urban crises such as ethnic tensions, poverty and environmental degradation.

**355 Sociology of the New Testament: Jesus and His Social Environment** 3  
This course explores selected parts of the New Testament to focus on Jesus Christ and provide a social description of the world of the early Jewish Christian movement in Palestine. Apostolic Christianity and the social make-up and dynamics of the beginning Christian Church in other parts of the Roman world will also be considered, but only as an indication of the direction the Jesus movement took after his death and resurrection. The contextual nature of the New Testament documents will be highlighted by means of sociological perspectives and methods. Prerequisites: Minimum grades of C in BIB 101, 102, SOC 100 or ANTH 101.

**405 Sociology of Religion** 3

A survey of major sociological theories of religion. Topics include theories of conversion and retention, rational choice theory, new religious movements and cults. Class will consider the secularization debate and recent theories of religious growth. Prerequisites: Minimum grades of C in SOC 100 and one other sociology course.

**415 Gender, Race, Class** 3

The course deals with the unequal and stratified distribution of wealth, income, social power and life changes in society, focusing on how class, race/ethnicity and gender pattern these uniquely and in interlocking ways.

**417 Senior Thesis** 3

The development of an empirical research project under the guidance of the instructor. Completed projects will be presented and critiqued by other students and the instructor. Prerequisite: Minimum grade of C in SOC 318.

**418 Senior Seminar** 3

A topical seminar, the content of which will vary year by year. Emphasis on integrating one's faith with sociological knowledge and examining the viability of such integrative endeavors. Prerequisite: Minimum grade of C in SOC 331.

## Theological Studies

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A foreign language core requirement must be fulfilled with this major. It can be completed by high school validation, by proficiency test or by courses taken at Eastern. Biblical or contemporary foreign languages can fulfill this requirement.

### THE MAJOR FOR THE B.A. IN THEOLOGICAL STUDIES

#### Core courses:

<b>BIB 101</b>	Nature and Meaning of the Old Testament	3
<b>BIB 102</b>	Nature and Meaning of the New Testament	3
<b>THEO 240</b>	Theological Thinking	3
	<i>Subtotal Credit Hours:</i>	<u>9</u>

#### Required Courses:

<b>BIB</b>	ONE 300-/400-level Biblical Studies course	3
<b>BIB/THEO</b>	ONE Theological Studies or Biblical Studies elective	3
<b>PHI</b>	ONE Philosophy course (not cross-listed with Theological Studies)	3
<b>THEO</b>	TWO 200-level Theological Studies electives	6

<b>THEO</b>	FOUR additional Theological Studies electives	12
<b>THEO 435</b>	Modern Theology	3
	<i>Subtotal Credit Hours:</i>	<u>30</u>
	<i>Total Credit Hours:</i>	39

### MINOR IN THEOLOGICAL STUDIES

**BIB 101, 102, THEO core course** plus one Biblical Studies elective and four Theological Studies electives constitute a minor in Theological Studies.

### COURSE DESCRIPTIONS

**210 Foundations of Christian Spirituality** 3

This course covers: Christian belief in relation to the educational growth of young adults; belief-doubt relationships; key areas of conflict for the modern believer; sources of certainty. Prerequisites: BIB 101, 102; minimum grades of C in BIB 101, 102 for Theological Studies majors.

**240 Theological Thinking** 3

A survey of the main themes of Christian theology from both systematic and biblical perspectives. Special emphasis is on the development of responsible theological thought. Such topics as the basis of authority, the nature of God, human nature, the person and work of Christ, the Holy Spirit and the Church will be treated. Prerequisites: BIB 101, 102; minimum grades of C in BIB 101, 102 for Theological Studies majors.

**251 Early and Medieval Christianity** 3

This class involves a survey of the institutional and intellectual history of Christianity from its beginnings until the 15th century. Particular attention will be given to the development of trinitarian and Christological doctrine in the early church, Christian understandings of sin and grace, monasticism, sacramental theology and scholasticism. Prerequisite: BIB 101, 102.

**252 Reformation and Modern Christianity** 3

A survey of the development of European Christianity in the Reformation and early modern periods. Attention is given to the reformations of the 16th century (Lutheran, Reformed, Radical, English, Catholic), to the subsequent development of Catholic and Protestant orthodoxy, rationalism, and pietism, and to nineteenth-century developments in mission and theology. Prerequisite: BIB 101, 102.

**260 Introduction to Christian Ethics** 3

A study of the biblical and theological foundations that shape Christian character, attitude and action. This course examines the major themes that organize ethics as a field of study: the nature and

content of the norms that guide action (such as love and justice); the self as a moral being (for example, character traits or fruits of the Spirit, the life of holiness and discipleship); and the social context of action (especially the relationship between Christian communities and society). Offered infrequently. Prerequisite: BIB 101, 102.

**300 The World of Early Christianity** 3

An historical and theological exploration of key figures, events, movements and themes in the development and expansion of the early Church. Prerequisite: Minimum grade of C in THEO 210 or permission of instructor. Offered in alternate years.

**310 Spirituality in the Christian Tradition** 3

An investigation of key texts in the classical Christian tradition, including works by Augustine, Athanasius, Chrysostom, the Desert Fathers, Bernard of Clairvaux, Julian of Norwich, St. John of the Cross, Teresa of Avila, Blaise Pascal, and Francis de Sales. Prerequisite: Minimum grade of C in THEO 210 or permission of instructor.

**320 Significant Christian Thinkers** 3

Introduction to and reading of a significant Christian writer or cluster of writers. Prerequisite: Minimum grade of C in any 200-level THEO course.

**410 Environmental Theology** 3

This course will survey Christian and non-Christian belief systems about the relationship between the Creation and the Creator, and the place of humanity in that relationship. What is the most consistent biblical position for a Christian to work from in addressing the environmental issues of our day? The course will also introduce applications of ethics to specific moral questions raised by ecologists in this country. Prerequisite: Minimum grade of C in any 200-level THEO course.

**420 Ethics in the Christian Tradition** 3

Study of the ethics of five of the great theological writers of the Christian tradition: Augustine, Aquinas, Luther, Edwards, and a contemporary figure. They will be examined in light of their theological methods and overall theology. The different patterns used by each to express Christian ethical understandings will be compared. Prerequisite: Minimum grade of C in THEO 260. Offered infrequently.

**435 Modern Theology** 3

The course examines the central figures, themes and movements in theology during the 19th and 20th centuries with particular attention to what is distinctive about modern theology, how it is related to philosophical and cultural developments

and how traditional Christians may critically appropriate modern insights. Prerequisite: Minimum grade of C in THEO 240.

**440 Senior Seminar** 3

Consideration of special topics in theological studies helpful for integrating theological knowledge and liberal arts studies. Prerequisite: Minimum grade of C in THEO 240 or permission of instructor.

**Urban Studies**

**THE MAJOR FOR THE B.A. IN URBAN STUDIES**

BUSA 312	Urban Planning and Strategies	3
EDEV 300	Urban Prophets, Artistic Expression	3
EDU 235	Urban Education	3
INST 380	Neighborhood Economic Development	3
INST 480	Capstone: Urban Studies	3
POS 317	Urban Politics	3
SOC 100	Introduction to Sociology	3
SOC 320	Social Dynamics of Church-based Economic Development	3
SOC 340	Urban Sociology	3
SOC 415	Gender, Race, Class	3
<i>Subtotal Credit Hours:</i>		<u>30</u>

Choose ONE of the following:

COM 260	Communicating Across Cultures	
SWK 110	Human Diversity and Social Interaction	
<i>Subtotal Credit Hours:</i>		<u>3</u>
<i>Total Credit Hours:</i>		<u>33</u>

*Recommended Schedule:*

**First Year** - SOC 100  
**Sophomore Year** - COM 260, SWK 110, EDU 235, INST 380  
**Junior Year** - BUSA 312, COM 300, POS 317, SOC 320  
**Senior Year** - INST 480, SOC 340, 415

**THE MINOR IN URBAN STUDIES**

Twenty-one hours as follows: BUSA 312, INST 380, POS 317, SWK 110, SOC 100, 320, 415.

**300 Urban Prophets and Artistic Expression** 3

This course looks at prophecy as a vehicle for calling an unjust world into justice and righteousness and at music, dance, theatre, and art as vehicles of urban prophets throughout history. Lives and unique experiences of urban artists/prophets will be explored. Students will develop critical thinking skills for evaluating art and will use art to express their perceptions. Offered only in Summer Session I as a residential program.

## Youth Ministries

### THE MAJOR FOR THE B.A. IN YOUTH MINISTRIES

*NOTE: The Youth Ministries major requires a minor.*

YMIN 101	Introduction to Youth Ministry	3
YMIN 102	The Gospel and Adolescent Culture	3
YMIN 205	Youth Ministry and the Small Group Process	3
YMIN 207	Youth Ministry Programming Skills	3
YMIN 305	Youth Ministry Administration	3
YMIN 402	Discipling Youth	2
YMIN 404	Youth Ministry Seminar	2
PSY 206	Adolescent Psychology	3
SOC 310	The Family	3
BIB/THEO	Biblical or Theological Studies elective beyond core requirements	3
<i>Subtotal Credit Hours:</i>		<u>28</u>
YMIN 313, 314	Field Placement I <i>or</i>	1,1
YMIN 315	Summer Field Placement I	1 or 2
YMIN 413, 414	Field Placement II <i>or</i>	1,1
YMIN 415	Summer Field Placement II	1 or 2
<i>Subtotal Credit Hours:</i>		<u>4</u>

*Choose 10 credits from the following:*

COM 120	Public Speaking	
COM 260	Communicating Across Cultures	
PSY 240	Basic Counseling Skills	
YMIN 202	Youth Ministry and Evangelistic Strategy	
YMIN 203	Youth Ministry in the Wilderness	
YMIN 340	Practicum: Ministry with Troubled Youth	
YMIN 400	Directed Study	
YMIN 403	Youth Ministry in an Urban Setting	
YMIN 406	Youth Ministry Skills Clinic	
<i>Subtotal Credit Hours:</i>		<u>10</u>

Minor in student's area of interest	<u>18</u>
<i>Total Credit Hours:</i>	<u>60</u>

### COURSE OFFERINGS

**101 Introduction to Youth Ministry** 3  
This course will be a study of the physical and emotional development of adolescents, and the development of a philosophy of ministry with adolescents, with guidelines and discussion relating to the implementation of a program of ministry within the framework of the local church as well as in various other contexts.

**102 The Gospel and Adolescent Culture** 3  
This course will survey various elements of the youth culture and the adolescent experience while considering ways that these elements of culture and experience are addressed by the Gospel of Christ. The course will feature discussion of traditional adolescent issues and a survey of curricula and materials that address these issues.

**201 Communicating the Gospel to Youth** 2  
This course will examine the basic questions of youth ministry: What is the Gospel? What is the Church? What is youth ministry? What are the essential elements of Christian experience that we are attempting to convey to teenagers?

**202 Youth Ministry and Evangelistic Strategy** 2  
The ministry of outreach and evangelism is a critical component of any effective youth ministry. This course will examine the biblical bases for evangelistic ministry, the essential components of the evangelistic message, and survey various modes and means of personal and group evangelism.

**203 Youth Ministry in the Wilderness** 3  
This course will explore the value and rationale for youth ministry in the context of wilderness camping. Special emphasis will be placed on the logistics of group camping in the wilderness setting, and how to plan and execute such a trip. Course participants will learn ways of using the wilderness experience for group building, leadership development and personal spiritual growth. The course will climax with a one-week wilderness trip that will introduce backpacking, rock-climbing and whitewater rafting. Limit: 10 students. Offered in Summer Session I. Additional fees.

**205 Youth Ministry and the Small Group Process** 3  
By learning and participating in a small group, students will gain the basic skills necessary for facilitating small groups in a youth ministry context. Through this experience, students will learn how to create an atmosphere where youth can meet together regularly and become committed to each other, to the group, and to growing together in their faith in Christ. Biblical principles such as humility, honesty, faith, love, reconciliation and forgiveness will be explored. Prerequisites: Minimum grades of C in YMIN 101, 102.

**207 Youth Ministry Programming Skills** 2  
This course is designed to train students in skills necessary for effective youth ministry. This phase of the skills curriculum will focus on creativity, learning styles, event planning, communication skills and techniques. The course will utilize a laboratory approach that begins with instruction and moves into hands-on participation. Prerequisite: Minimum grade of C in YMIN 101.

**211-212 Seminar in Campus Ministry I, II** 2, 2

This two-semester course will prepare selected students for effective campus ministry, as student chaplains, primarily in campus residence halls. Students will be instructed by theory and practice concerning the “internal” facets of campus ministry (e.g., devotional life, spiritual disciplines). The second semester will focus on special topics that impact campus ministry to empower student chaplains to have a more effective ministry in the residence halls.

**305 Youth Ministry Administration** 3

This course will focus on some of the “nuts-and-bolts” areas of everyday youth ministry in the parish and para-church setting. Topics examined will range from organizing and administering a youth program to counseling teenagers, the dynamics of team ministry and working with volunteers. Other practical concerns that will be given attention are finances and budgeting, church staff relationships and promotional skills. Offered every spring. Prerequisites: Minimum grades of C in YMIN 101, 102, 207.

**313, 314 Field Placement I** 1, 1

Each youth ministry major is required to complete a total of 320 hours (4 semester credits) of field placement. This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships (see 315, 415), one-year full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Prerequisite: Permission of the Youth Ministries program director.

**315 Summer Field Placement I** 1 or 2

See YMIN 313, 314. The amount of credit earned through summer placement will be determined by the Youth Ministries program director. Prerequisite: Permission of the Youth Ministries program director.

**340 Practicum: Ministry with Troubled Teenagers** 3

The objective of this course will be to review various theoretical approaches to Christian counseling and apply those approaches to issues that are specific to adolescence: identity formation, spiritual formation, family issues, sex and sexuality, pregnancy, abortion, abuse, delinquency, eating disorders, suicide and substance abuse. Prerequisites: Minimum grades of

C in YMIN 102 and PSY 206 or permission of instructor or Youth Ministries program director.

**402 Discipling Youth** 2

Beginning with a biblical definition of Christian discipleship, special attention is given to identifying what Christian discipleship looks like in the adolescent culture. Students review various components of a ministry of discipleship and examine strategies of discipling youth. The course uses lecture, classroom discussion, independent research and a three-to-five-day field trip to view various youth discipleship programs. Students will be charged an additional fee to cover extra food and housing costs for the travel component of the course. Due to the unusual nature of this course, it is offered only in Summer Session 1. Prerequisites: Minimum grades of C in YMIN 101, 102.

**403 Youth Ministry in an Urban Setting** 2

The objective of this course is to give students a vision for youth ministry in an urban environment. Students will not only have opportunity to see and experience various approaches to urban youth ministry, but will also be challenged to explore their attitudes toward cross-cultural ministry, racism and poverty. Prerequisites: Minimum grades of C in YMIN 101, 102.

**404 Senior Seminar** 2

Using a seminar format, special focus and attention will be given to questions that often emerge in youth ministry: At what point does parental responsibility override a confidential youth-youth minister relationship? How does one handle various problems of discipline? What is the relationship between para-church and local church youth programs? The course will utilize a case-study approach in exploring some of these issues. Limit: 10 students. To be offered every spring. Prerequisites: Minimum grades of C in YMIN 305.

**406 Youth Ministry Skills Clinic** 2

This course will be designed to give students opportunities to exercise their skills in teaching the Bible to teenagers. We will focus on creative teaching methods, curriculum design and various approaches to Bible study (topical, textual, etc.). Class sessions will consist largely of student presentations and careful group critique of those presentations. Prerequisites: Course is open to youth ministry majors who are in their junior or senior year and have successfully (minimum grades of C) completed YMIN 101, 102, 303 or who have permission of the instructor.

**413, 414 Field Placement II** 1, 1

See description for YMIN 313, 314.

**415 Summer Field Placement II** 1 or 2

See description for YMIN 315.



## **NUEVA ESPERANZA CENTER FOR HIGHER EDUCATION**

The Nueva Esperanza Center for Higher Education of Eastern University offers the A.A. degree in Liberal Arts Studies, with the opportunity of concentrating the last semester in either Business or Communications. Students are admitted after taking placement tests in both Spanish and English, and then assigned to either the Language Transition Track (LTT) or the Language Development Track (LDT). Course work in the LTT is delivered in Spanish during the first two semesters, with an increasing amount of English included. The third semester, the course is in English, with occasional explanations in Spanish when needed. The fourth and final semester, all work is in English. For the LDT students, all classes are in English, with emphasis on developing their English skills. The academic program at NECHE is delivered in a cohort model and includes the following courses:

### **BIBLE 101 Nature and Meaning of the Old Testament** 3

A descriptive and critical introduction to the nature of biblical revelation, principles of interpretation, and major elements of the Old Testament, including the primeval and patriarchal histories, the exodus, conquest and monarchic traditions, the message of the prophets and the exilic period.

### **BIBLE 102 Nature and Meaning of the New Testament** 3

A descriptive and critical introduction to the principles of biblical interpretation and major elements of the New Testament, including the Jesus of the Gospels, the developing church in Acts, Paul the interpreter of Christ, the General Letters, and visions of the Revelation. Prerequisite: BIB 101

### **BIOLOGY 104 Human Biology** 4

A study of the origin and structure of cells, energy transformation, the structure and function of major organ systems, inheritance, reproduction and development. Emphasis is on human biology. Laboratory included.

### **BUSINESS 200 Personal Stewardship** 3

Individual and family stewardship planning, to include: budgeting, financial services, personal taxation, consumer credit, food budget, housing, insurance and investing. Taken by students electing the Business concentration during the fourth semester.

### **BUSINESS 202 Principles of Marketing** 3

Basic principles and practices involved in the distribution of goods and services, market surveys,

advertising and salesmanship. Taken by students electing the Business concentration during the fourth semester.

### **BUSINESS 206 Fundamentals of Management** 3

Planning, organizing, directing, coordinating, and controlling the activities of the administrative unit; evolution of management thinking. Taken by students electing the Business concentration during the fourth semester.

### **COMMUNICATION STUDIES 120**

#### **Public Speaking** 3

A first course in speaking to entertain, inform and persuade. Course includes preparation, organization and delivery of speeches and uses informal low-key approach designed to reduce performance anxiety.

### **COMMUNICATION STUDIES 201**

#### **Interpersonal Communication** 3

This course presents the theories, skills, and competencies required to establish and support healthy ongoing interpersonal relationships. Taken by students electing the Communications concentration during the fourth semester.

### **COMMUNICATION STUDIES 203**

#### **Group Communication and Leadership** 3

The focus of this course is on the theories and skills related to the initiation, development and effective conduct of task-focused small groups. The theory and skills of leadership appropriate to small task groups is also emphasized. Taken by students electing the Communications concentration during the fourth semester.

### **COMMUNICATION STUDIES 206**

#### **Listening and Nonverbal Communication** 3

Effective listening across communication contexts is essential to understanding in relationships, during group task activities, in response to public presentations, and in communication across differences. The course presents theory and research that informs skills and provides opportunity to develop personal skill in listening. It is recommended that students take Nonverbal Communication at the same time (since the courses are partnered together). Nonverbal communication is an analogue to verbal communication that influences understanding and meaning in virtually all communication contexts. This course will identify the functions of nonverbal communication across the various nonverbal channels such as body, face, eye, space, artifact, touch, paralanguage, silence, time and smell. It is recommended that students take Listening at the same time as Nonverbal (since the courses run together). Taken by students electing the Communications concentration during the fourth semester.

## COMMUNICATION STUDIES 212

### **Business Communication** 3

An overview of the communication skills required for success in an organizational setting. A primary emphasis is on business presentations including media-assisted presentations (power-point, etc.). Other areas of communication such as team or group, computer, supervisory, etc. are covered. Taken by students electing the Business concentration during the fourth semester.

## COMMUNICATION STUDIES 260

### **Communication Across Cultures** 3

Explore the art of intercultural communication and cross-cultural living as members of the "Global Village." This course provides an opportunity for self-discovery, awareness of "other" and development of communication skills required for multicultural contexts. Specific issues related to ethics, culture, survival and safety in the new environment and stress management are considered. Basic to the course is the supervised development of relationships with people of "other" cultures. Taken by students electing the Communications concentration during the fourth semester.

## COMPUTER SCIENCE 110

### **Computer Literacy** 3

An introduction to computer hardware and software within a focus on microcomputers. Emphasizes hands-on experience with commonly used software packages, including word processing, spread sheets and databases. A major component of the course also considers the impact of computers on various sectors of modern social life. May be taken only by students enrolled in the NECHE program.

### **ENGLISH 102 College Writing** 3

A course in analytical writing designed for all students. Work will include discussion of the writing process, practice in writing expository prose and the execution of a research paper. Taken concurrently with either LAN 152 or LAN 153. Prerequisite: A grade of C or better in LAN 151 and LAN 152 or LAN 153 the previous semester. A grade of C or better is required for continuation in the program.

### **ENGLISH 105 Business Writing** 3

This course is designed to give an understanding of the writing process by applying specific strategies to and completing a variety of writing tasks. Taken concurrently with either LAN 152 or LAN 153. Prerequisite: A grade of C or better in ENG 102 and LAN 152 or LAN 153 the previous semester. A grade of C or better is required for continuation in the program.

### **ENGLISH 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. Taken concurrently with either LAN 152 or LAN 153. Prerequisite: A grade of C or better in ENG 105 and LAN 152 or LAN 153 the previous semester.

### **INST 150 Introduction to Faith, Reason, and Justice** 3

This course introduces students to the mission and values of Eastern University by exposing them to the three major commitments of the University: faith, reason, and justice, as well as to the related themes of community, scholarship, service, and church.

### **INST 161 Heritage of Western Thought and Civilization: The Modern World** 3

This course will survey the emergence of modern Western civilization to global stature through its literature, philosophy and history, from the French Revolution through the end of the Cold War. It will ask, from both Christian and competing perspectives, how modern western civilization has incorporated the industrial, intellectual, scientific, and political revolutions of the 19th and 20th centuries, and how they have challenged the Christian faith.

### **INST 270 Justice in a Pluralistic Society** 3

This interdisciplinary course uses both biblical and philosophical frameworks to examine the complexities of social justice in a pluralistic society. The focus is on the United States, with connections to the global community. Principles of social justice are used to explore issues of race, gender and class. Emphasis is placed on the student understanding her/his own identity and life situation, including what values, attitudes and knowledge have shaped her/his own worldview. Attention is given to students developing skills in interacting with people from diverse groups and in bringing about social justice in the larger society.

### **LANGUAGE 150 Academic English for Spanish-Dominant Speakers I** 3

For Spanish-dominant speakers only. This course will include college-level reading, writing, and study skills; oral presentations; library research; and English for special purposes. Improvement of grammar, reading, speaking and listening skills will be strongly emphasized. Prerequisite: placement score. Taken concurrently with LAN 153. A grade of C or better is required for continuation in the program. NOTE: Students taking LAN 150 must take LAN 151 in order to receive credit for both courses.

**LANGUAGE 151 Academic English for Spanish-Dominant Speakers II** 3

For Spanish-dominant speakers only. This course builds on the competencies acquired in LAN 150 (or prior experience), emphasizing grammar, reading, writing, speaking and listening skills. Taken concurrently with LAN 152 or LAN 153. Prerequisite: A grade of C or better in LAN 150 or placement score. A grade of C or better is required for continuation in the program.

**LANGUAGE 152 Language Practicum for the Spanish/English Bilingual Speaker** 1

A graded practicum course consisting of practice in the four language skills: reading, writing, listening, and speaking. Taken concurrently with LAN 150, LAN 151, ENG 102, ENG 105, and ENG 220. Assignment to this course is based on admission test score. A grade of C or better is required for continuation in the program. May be repeated for credit.

**LANGUAGE 153 Language Practicum for the Spanish-Dominant Speaker** 1

A graded practicum course consisting of practice in the four language skills: reading, writing, listening, and speaking. Taken concurrently with LAN 150, LAN 151, ENG 102, ENG 105, and ENG 220. Assignment to this course is based on admission test score. A grade of C or better is required for continuation in the program. May be repeated as 154, 155, 156 for credit. Fee: \$100.00

**MATHEMATICS 103 Mathematical Ideas** 3

The objectives of this course are to develop an appreciation for mathematics, to provide an insight into the

methods of reasoning used by mathematicians, and to discuss its historical development. It is intended for the liberal arts student who has had little contact with mathematics, and elementary and secondary education majors.

**SOCIOLOGY 100 Introduction to Sociology** 3

The nature of society with special emphasis on the basic concepts, social processes, social institutions and social change.

**SPANISH 103 Accelerated Elementary Spanish** 3

A one-semester accelerated Spanish course that covers two semesters in one, equivalent to Spanish 101-102. Assignment to this course is based on admission test score.

**SPANISH 150 Spanish Grammar and Conversation for Native Speakers** 3

The purpose of this course is to help Spanish-dominant students improve their oral and written Spanish. The course will review grammatical structures and rules of spelling and accents. Students will use these structures in both written and oral presentations. Assignment to this course is based on admission test score.

**THEOLOGY 210 Foundations of Christian Spirituality** 3

This course covers the following subjects: Christian belief in relation to the educational growth of persons; belief-doubt relationships; key areas of conflict for the modern believer; sources of certainty. Prerequisites: BIB 101 and BIB 102.

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- Elizabeth A. Morgan** ('74), *Professor of English* (A.B., Eastern Baptist College; M.A., University of North Carolina; Ph.D., Drew University)
- Julie W. Morgan** ('92), *Assistant Professor of Communications* (B.S., M.S., Radford University; Ed.D. candidate, Nova Southeastern University)
- Teresa Nevola Moyer** ('92), *Associate Professor of Music* (B.A., Rutgers University; Artist's Diploma, M.M., Curtis Institute of Music)
- Michael Mtika** ('01), *Assistant Professor of Sociology and Anthropology* (B.S., Bunda College of Agriculture, University of Malawi; M.S., Reading University, United Kingdom; Ph.D., Washington State University)
- Malinda L. Murray** ('91), *Associate Professor of Nursing* (B.S.N., Emory University; M.Ed., Ed.D. Columbia University)
- Robert L. Muse** ('97), *Assistant Professor of Organizational Management* (A.B., Eastern College; B.D., Th.M., Princeton Theological Seminary)

- Rod Niner** ('97), *Assistant Professor of Organizational Management* (B.S., Ohio State University; M.Div., Grace Theological Seminary; D.Min., Trinity Evangelical Divinity School)
- Sheldon D. Nix** ('93), *Associate Professor of Counseling* (B.A., Princeton University; M.S.W., Hunter College School of Social Work; Ph.D., Michigan State University)
- Ruth Baugher Palmer** ('02), *Assistant Professor of Counseling* (B.A., Messiah College; M.Ed., Ph.D., Temple University)
- Seth Paradis**, ('03), *Assistant Professor of Biokinetics* (B.A., Gustavus Adolphus College; M.S., University of Wisconsin - La Crosse; Ph.D., University of Pittsburgh)
- Darrell Pearson** ('99), *Associate Professor of Youth Ministry* (B.S., Colorado State University; M.Div., Bethel Theological Seminary)
- Dwight N. Peterson** ('98), *Associate Professor of Biblical Studies* (B.A., Southern Nazarene University; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Duke University)
- Margaret Kim Peterson** ('98), *Assistant Professor of Theology* (B.A., Mount Holyoke College; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Duke University)
- Robert Price** ('00), *Professor of History & CORE* (B.S., Boston University; M.S., Indiana University; Ph.D., University of Illinois)
- Miguel P. Pulido** ('91), *Instructor of Organizational Management* (B.A., Dartmouth College; M.S.W., Temple University)
- Elvira Ramirez** ('00), *Assistant Professor of Spanish* (Th.B., IBBA, Buenos Aires; M.A., Universidad de Moron, Buenos Aires; M.A., Wheaton College; M.A., Ph.D., Temple University)
- David W. Robbins** ('84), *Associate Professor of Youth Ministry* (B.A., University of North Carolina; M.Div., Gordon-Conwell Theological Seminary)
- Michael K. Roberts** ('02), *Professor of Sociology* (A.B., Olivet Nazarene College; M.Div., Nazarene Theological Seminary; M.S. (Ed) Indiana University; M.S., Ph. D. Purdue University)
- Sheri L. Robinson** ('00), *Assistant Professor of Organizational Management* (B.B.A., University of Michigan; M.B.A., University of Texas; J.D., Temple University)
- Caleb Rosado** ('02) *Professor of Urban Studies, Leadership and Development* (B.A., Pacific Union College; B.D., Andrews University; Ph.D., Northwestern University)
- Dave G. Seapy** ('97), *Professor of Chemistry* (B.S., University of California at Davis; M.S., Ph.D., University of Colorado)
- Monica Smith** ('01), *Instructor of Social Work* (B.S.W., Eastern College; M.S.W., University of Pennsylvania)
- Kenton Sparks** ('00), *Associate Professor of Biblical Studies* (B.A., Johnson Bible College; M.B.A., Kennesaw State University; M.A., Columbia Bible Seminary; Ph.D., University of North Carolina, Chapel Hill )
- John E. Stapleford** ('95), *Professor of Economic Development* (B.S., Denison University; M.A., Southern Illinois University; Ph.D., University of Delaware)
- Sherri Steiner** ('99), *Associate Professor of Sociology* (B.A. Biology, Westmont College; M.A., Ph.D. Sociology, Washington State University)
- Wendy Steinberg** ('02), *Assistant Professor of Psychology* (B.A. M.S., Ph.D., State University of New York at Albany)
- Nancy Thomas** ('93), *Instructor of English* (A.B., Wheaton College; M.A., Villanova University)
- Douglas E. Trimble** ('03), *Associate Professor of Psychology* (B.A., Messiah College; M.A., Ph.D., Temple University)
- David J. Tyson** ('81), *Associate Professor of Psychology* (B.A., Gordon College; M.S., University of Southern California; Ph.D., Pennsylvania State University)
- David W. Unander** ('92), *Associate Professor of Biology* (B.S., M.A., Southern Illinois University; Ph.D., University of Minnesota)
- Mary Stewart Van Leeuwen** ('93), *Professor of Psychology and Philosophy and Resident Scholar in the Center for Christian Women in Leadership* (B.A., Queen's University; M.A., Ph.D., Northwestern University)
- Raymond C. Van Leeuwen** ('96), *Professor of Biblical Studies* (B.A., Calvin College; B.D., Calvin Theological Seminary; M.A., Ph.D., University of St. Michael's College)
- Randolph Walters** ('95), *Instructor of Counseling* (B.A., University of West Indies; M.A., Eastern College; M.T.S., Eastern Baptist Theological Seminary; Psy.D. Candidate, Immaculata College)
- R. Terry Weathersby** ('00), *Associate Professor of Psychology* (A.A., Spartanburg Methodist College; B.S., Wofford College; M.A., Ph.D., University of South Carolina)
- Van B. Weigel** ('84), *Professor of Economics* (B.A., Oral Roberts University; M.Div., Eastern Baptist Theological Seminary; Ph.D., University of Chicago)



**David L. Wilcox** ('76), *Professor of Biology* (B.S., Geneva College; Ph.D., Pennsylvania State University)

**Gary White** ('95), *Instructor of Marketing* (B.A., LaSalle College; M.S., University of Pennsylvania)

**Gwen White** ('98), *Instructor of Counseling* (B.A., University of California; M.A., Eastern College; Psy.D. Candidate, Immaculata College)

**William Yerger** ('01), *Associate Professor of Education* (B.S., Bloomsburg University; M.Ed., Bloomsburg University; EdD., Lehigh University)

## **ASSOCIATES OF THE FACULTY**

**Raymond Acker** ('03), *Biblical Studies*, (A.A., Fulton-Montgomery Community College; B.A., Nyack College; M.Div., M.A., Biblical Theological Seminary; M.Th., St. Vladimir's Orthodox Theological Seminary)

**James Ballester** ('01), *Counseling*, (B.A., Eastern College; M.S., Chestnut Hill College)

**Lewis Bird** ('84), *Biblical Studies and Medical Ethics* (B.S., Nyack College, B.D., Gordon-Conwell Theological Seminary; S.T.M., Lutheran School of Theology; Ph.D., New York University)

**Wood Bouldin** ('97), *History* (B.A., Washington and Lee University; M.A., West Virginia University; Ph.D., Bryn Mawr College)

**David Bryant** ('95), *Music* (B.M., University of the Arts; M.M., Temple University; M.M., Royal Scottish Academy of Music & Drama)

**Nathan Coleman** ('03), *Interdisciplinary Studies*, (B.A., Eastern College; M.Div., Eastern Baptist Theological Seminary)

**Laura Cooley** ('03), *Spanish* (B.A., Eastern College)

**Thomas A. Dahlstrom** ('82), *Business* (B.S., Illinois State University; M.B.A., Oral Roberts University)

**Joselli A. Deans** ('00), *Dance* (B.A., Franciscan University of Steubenville; M.Ed., Ed.D., Temple University)

**Christine DeVault** ('92), *Music* (B.M., Temple University; Artist's Diploma, The Curtis Institute of Music; M.M., University of the Arts)

**Patricia Dixon** ('92), *Education* (B.S., Shippensburg State College; M.Ed., D.Ed., Pennsylvania State University)

**Harry Dorian** ('91), *Economics* (B.A., Pennsylvania State University; J.D., Syracuse University; M.B.A., New York University)

**T. J. Foltz** ('98), *Youth Ministry* (B.S., Syracuse University; M.Div., Bethel Seminary of the East)

**Allene Froehlich** ('99), *Psychology and Counseling* (B.S., John Brown University; M. A., Colorado Christian University)

**Richard Frost** ('00), *Choral Music* (B.A., St. Olaf College; M.A. University of Iowa)

**Peter Genco** ('03), *Philosophy* (B.A. Houghton College; M.A., Ph.D. New York University)

**W. Wilson Goode** ('92), *Associate Professor of History and Political Science* (B.A., Morgan State University; M.G.A., Doctor of Humane Letters, University of Pennsylvania)

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

**John Greenland** ('93), *Electronic Music* (B.F.A., Beaver College)

**Leslie Gregory** ('95), *Social Work* (B.S.W., Eastern College; M.S.W., Widener University)

**Harry Gutelius** ('00), *Education* (M.A., St. Joseph's University)

**Kathryn Hildebrand** ('03), *Information Technology* (B.S., LaSalle University; M.S., Drexel University)

**Chris Hummer** ('90), *Anthropology* (B.S., M.A., St. Joseph's University; M.Div., Reformed Episcopal Theological Seminary; Ph.D., Temple University)

**Esther Jackson** ('94), *Education* (B.A., Eastern (Baptist) College; M.Ed., Eastern College)

**Mary Jo Jones** ('96), *Accounting* (A.S., Northeastern Christian Junior College; B.S., C.P.A., David Lipscomb College; M.S., University of Kentucky; M.B.A., University of Evansville)

**Gerardina Kenney** ('03), *English* (B.S., M.M., M.A., West Chester University)

**Ronald Lipscomb** ('92), *Music* (Manhattan School of Music, Temple University)

**David Manley** ('03), *Music* (The New School/ Mannes College of Music)

**John Marshall** ('03), *Interdisciplinary Studies* (B.A., University of North Carolina; M.Div., Ph.D., Westminster Theological Seminary)

**Susan Mayes** ('00), *Biology* (B.S., M.A., Louisiana Tech University)

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

**Jean McIntrie** ('03), *Music* (B.A., Eastern College; M.Ed., Cabrini College)

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

**Michele Monaco** ('01), *Instructor of Biokinetics* (B.S., Lock Haven University; M.S., St. Thomas University)

**Joyce C. Munro** ('94), *English* (B.A., Eastern College; M.A., Villanova University)

**Barbara Murphy** ('98), *Biology* (B.S., Chestnut Hill College)

**Anne (Jackie) Murray** ('97), *Education* (B.A., Cabrini College; M.A., Kansas State University; M.Ed., Pennsylvania State University)

**James Pollard** ('93), *Biblical Studies* (B.S., Philadelphia College of the Bible; M.Div., Eastern Baptist Theological Seminary; Ph.D., Kensington University)

**John Post** ('03), *Biokinetics* (B.A., Messiah College)

**William Reeves** ('95), *Music*

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

**Scott Robinson** ('99), *Music* (B.A., LeMoyné College; M.M., State University of New York at Binghamton; Ph.D., University of Minnesota)

**Sandra Rose** ('91), *French and Spanish* (B.A., Eastern College)

**Larry Saporta** ('98), *Fine Arts* (B.A., St. John's College; M.A., Ph.D. candidate, Bryn Mawr College)

**Talli Sperry** ('00), *Communications* (B.F.A., University of the Arts; M.A., Villanova University)

**Josef D. Smith** ('94), *Music* (B.M., Curtis Institute of Music)

**Duncan Stearns** ('95), *Music* (M.M., Peabody Conservatory of Music)

**Jeannine Stuart** ('00), *Biokinetics* (B.S., Ursinus University, M.A., Ph.D., Temple University)

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

**Robert Thomas** ('95), *Communications* (B.A., M.B.A., Eastern University)

**Kim Trolier** ('92), *Music* (B.M., M.M., Peabody Conservatory of Music; D.Mus., Temple University)

**Stephen Turley** ('97), *Music* (Performer's Certificate, Artist's Diploma, Johns Hopkins University)

**Yolanda Turner** ('97), *Psychology* (B.A., Bates College; M.A., Hahnemann Medical University)

**Mark Wagner** ('98), *Biokinetics* (B.A., Messiah College; M.S., Elmira College)

**Elaine Wright** ('95), *Education* (B.S.Ed., Sacramento University; M.Ed., Millersville University; M.Ed., Immaculata College)

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

**George Zampetti** ('87), *Mathematics* (B.S., West Chester State College; M.S., University of Pennsylvania)

## EMERITUS FACULTY

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**Jonathon Barron**, *Associate Professor of Mathematics* (B.A., Rutgers University; M.S., Stevens Institute; M.A., Bryn Mawr College)

**Gordon C. Bennett**, *Associate Professor of Communications* (A.B., Dickinson College; M. Div., Berkeley Baptist Divinity School; M.A., Temple University)

**Frederick J. Boehlke, Jr.**, *Professor of History* (B.A., University of Pennsylvania; B.D., Eastern Baptist Theological Seminary; M.A., Ph.D., University of Pennsylvania)

**Patricia Boehne**, *Professor of Romance Languages* (B.A., M.A., Ph.D., University of Indiana)

**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)

**Enrique Fernandez**, *Professor of Spanish* (B.A., S.T.B., Metropolitan Seminary of Oviedo, Spain; B.th., Latin American Biblical Seminary, San Jose, Costa Rica; M.A., Temple University; Ph.D., University of Pennsylvania)

**Linwood Geiger**, *Distinguished Professor of International Economics* (A.B., University of Pennsylvania; M.B.A., Drexel University; Ph.D., Temple University)

**Peter Genco**, *Professor of Philosophy* (B.A., Houghton College; M.A., Ph.D., New York University)

**Donald C. Gray**, *Associate Professor of Sociology* (B.App.Math., University of Minnesota; B.D., Fuller Theological Seminary; M.A., Ph.D., University of Kentucky; M.S., Villanova University)

**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)

**Martha Shalitta**, *Professor of Psychology* (B.S., West Chester University; M.Ed., D.Ed., Pennsylvania State University)

## **ADMINISTRATION**

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### **PRESIDENT**

David R. Black (B.S., M.S., Ph.D.), *President*  
Harold C. Howard (A.B., M.A., Ph.D.),  
*Senior Vice President*

### **ACADEMIC AFFAIRS**

David Fraser (B.A., A.B., A.M., M.Div., M.A.,  
Ph.D.), *University Provost and Dean of Arts  
and Sciences*  
Polly Berol (B.A., M.B.A.), *Assistant Dean of  
the School of Professional Studies*  
Beth Birmingham (B.S., M.B.A.), *Assistant  
Dean of the School of International  
Leadership and Development*  
Allen Guelzo (B.S., M.Div., M.A., Ph.D.), *Dean  
of the Templeton Honors College*  
Stephanie MacTavish (B.A., M.A., M.S.),  
*Director, ESL/Hestenes Center*  
Vivian Nix-Early (B.S., Ph.D.), *Dean of  
Eastern University Philadelphia*  
Efrain Rivera (B.S., J.D., M.B.A.), *Dean of  
Graduate and Professional Studies*

### **ADMISSIONS AND MARKETING**

Leonard Jamison (B.A., D.D.), *Vice President  
for University Relations and Ombudsman*  
Lisa Lamson-Scribner (B.S., M.B.A.),  
*Director of Marketing and Recruitment for  
the School of Professional Studies*  
David A. Urban (B.A., M.B.A.), *Director of  
Undergraduate Admissions*

### **ADVISING**

Julie Vermeer Elliott (B.A., M.T.S.), *Director  
of Advising and First-Year Programs*  
Josphat Yego (B.A., M.A., Ph.D.), *Director of  
the Office of International Student Services*

### **BUSINESS AND FINANCE**

A. Wesley Bryan (B.S.), *Vice President for  
Business and Finance*  
Janet L. Long (B.A., M.P.A.), *Executive  
Director of Student Financial Services*  
Francisco Milan (B.S.), *Director of Finance*

## **COMMUNICATIONS**

Linda A. Olson (B.A., M.Ed.), *Executive  
Director of Communications*

### **DEVELOPMENT**

M. Thomas Ridington (B.A., M.A.R.),  
*Vice President for Development*  
Josephina E. Banner (B.A., M.S.), *Director  
of Development*  
Susan Barnes (B.A.) *Director of Alumni  
Relations*  
Derek Ritchie (B.S.), *Director of Development*  
James G. Rogers (B.A., M.B.A., C.P.A.),  
*Executive Director of Development and  
Gift Planning*

### **FINANCIAL AID**

Kathleen Ellis-Foultz (B.S.), *Director of  
Financial Aid*

### **HUMAN RESOURCES AND ADMINISTRATION**

David A. King (B.S., M.S.), *Vice President  
for Administration*  
———, *Director of Human Resources*  
Peter Berol (B.A., M. Div.), *Executive Director  
of Conferences, Continuing Education,  
Special Events and Scheduling*  
Patti McHugh (B.A.), *Central Services*  
Peter Berol (B.A., M.Div.), *Executive Director  
of Conferences, Continuing Education,  
Special Events and Scheduling*  
Patti  
McHugh (B.A.), *Campus Services*

### **INFORMATION AND TECHNOLOGY**

Diana S. H. Bacci (B.A., M.B.A.), *Vice  
President for Information and Technology  
and University Registrar*  
Thomas A. Dahlstrom (B.S., M.B.A.),  
*Director of Institutional Research*  
Philip Mugridge (B.A.), *Director of Academic  
Computing/I.T.S.C.*  
Marjorie A. Wily (B.A., M.A.), *Director of  
Administrative Computing*

### **LIBRARY**

James L. Sauer (B.A., M.A., M.L.S.), *Director  
of University Library*

Jonathan O. Beasley (B.A., M.A., M.A.L.S.),  
*Readers' Services Librarian*

Susan Rittenhouse Joseph (B.A., M.S.),  
*Collection Services Librarian*

Mark Puterbaugh (B.S., M.A.Th., M.S.),  
*Information Services Librarian*

**NUEVA ESPERANZA CENTER FOR  
HIGHER EDUCATION (NECHE)**

Sara Joan Miles, (B.A., M.R.E., M.S., Ph.D.),  
*Dean of Nueva Esperanza Center for  
Higher Education (NECHE)*

**PLANT OPERATIONS AND  
CAMPUS DEVELOPMENT**

Robert D. Smith (B.A., M.B.A.), *Director of  
Campus Services*

**STUDENT DEVELOPMENT**

Theodore J. Chamberlain (A.B., M.T.S.,  
M.Ed., Ph.D.), *Vice President for  
Student Development*

Bettie Ann Brigham (B.A., M.A.), *Dean of  
Students*

Catherine (Tess) Bradley (B.A., M.B.A.),  
*Director of Career and Leadership  
Development*

Harry Gutelius (M.A.), *Director of Athletics*

Lisa Hemlick (B.S., M.S., Ph.D.), *Director  
of the Cushing Center for Counseling and*

## 2003-04 Academic Calendar

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### FALL 2003 SEMESTER

Classes Begin/Last Day to Register	Wednesday	August 27
Fall Convocation	Friday	August 29
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
Fall Free Day - No Classes	Friday	October 24
Mid-Semester Warnings Issued to Undergraduates	Tuesday	October 28
Registration for Spring 2004 Classes	On-line 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
Baccalaureate	Friday	December 12
Commencement	Saturday	December 13

### SPRING 2004 SEMESTER

Classes Begin/Last Day to Register	Monday	January 12
Martin Luther King Holiday Observed - No Classes	Monday	January 19
Last Day to Make Schedule Changes (Drop/Add)	Tuesday	January 20
Honors Convocation	Friday	January 30
Spiritual Emphasis Week	Monday-Friday	February 16-20
Mid-Semester Vacation	Saturday-Sunday	Feb. 28-March 7
Mid-Semester Warnings Issued to Undergraduates	Wednesday	March 17
Last Day to Withdraw from Class - No Academic Penalty	Thursday	March 25
Registration for Fall 2004	On-line Begins	Late March
Easter Break	Friday-Monday	April 9-12
Graduate and Evening Classes Resume at 4:30 pm	Monday	April 12
Classes End	Monday	April 26
Study Day	Tuesday	April 27
Final Examinations	Wednesday-Tuesday	April 28-May 4
Baccalaureate	Friday	May 7
Commencement	Saturday	May 8

### SUMMER I 2004 SEMESTER (OPTIONAL SESSION)

Classes Begin	Wednesday	May 12
Memorial Day Holiday	Monday	May 31
Classes End/Final Examinations	Tuesday, Wednesday	June 22, 23

### SUMMER II 2004 SEMESTER (OPTIONAL SESSION)

Classes Begin	Monday	June 28
Classes End/Final Examinations	Wednesday, Thursday	August 4,5

## 2004-05 Academic Calendar

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### FALL 2004 SEMESTER

Classes Begin/Last Day to Register	Wednesday	August 25
Fall Convocation	Friday	August 27
Last Day to Make Schedule Changes (Drop/Add)	Wednesday	September 1
Labor Day Holiday - No Classes	Monday	September 6
Homecoming/Family Weekend	Friday-Sunday	October 8-10
Fall Free Day - No Classes	Friday	October 22
Mid-Semester Warnings Issued to Undergraduates	Tuesday	October 26
Registration for Spring 2005 Classes	On-line Begins	Late October
Last Day to Withdraw from Class - No Academic Penalty	Wednesday	November 3
Thanksgiving Vacation	Wednesday-Sunday	November 24-28
Classes End	Friday	December 3
Final Examinations	Monday-Friday	December 6-10
Baccalaureate	Friday	December 10
Commencement	Saturday	December 11

### SPRING 2005 SEMESTER

Martin Luther King Holiday Observed – No Classes	Monday	January 17
Classes Begin/Last Day to Register	Tuesday	January 18
Last Day to Make Schedule Changes (Drop/Add)	Tuesday	January 25
Honors Convocation	Friday	January 28
Spiritual Emphasis Week	Monday-Friday	February 14-16
Mid-Semester Vacation	Saturday-Sunday	March 5-13
Mid-Semester Warnings Issued to Undergraduates	Wednesday	March 23
Registration for Fall 2005	On-line Begins	Late March
Easter Break	Friday-Monday	March 25-28
Graduate and Evening Classes Resume at 4:30 pm	Monday	March 28
Last Day to Withdraw from Class - No Academic Penalty	Thursday	March 31
Classes End	Monday	May 2
Study Day	Tuesday	May 3
Final Examinations	Wednesday-Tuesday	May 4-10
Baccalaureate	Friday	May 13
Commencement	Saturday	May 14

### SUMMER I 2004 SEMESTER (OPTIONAL SESSION)

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

### SUMMER II 2004 SEMESTER (OPTIONAL SESSION)

Classes Begin	Monday	July 6
Classes End/Final Examinations	Wednesday, Thursday	August 10, 11

# DIRECTIONS TO EASTERN UNIVERSITY

## ST. DAVIDS, PENNSYLVANIA

**From I-476, The Blue Route:** Take Exit 13 (St. Davids/Villanova) and follow U.S. Route 30 West (Lancaster Avenue). Turn right on Radnor-Chester Road. Turn left on King of Prussia Road. Turn left on Eagle Road. University entrance is on your left.

**From Philadelphia,** Schuylkill Expressway (I-76) West to exit for I-476 South. Follow directions "From I-476."

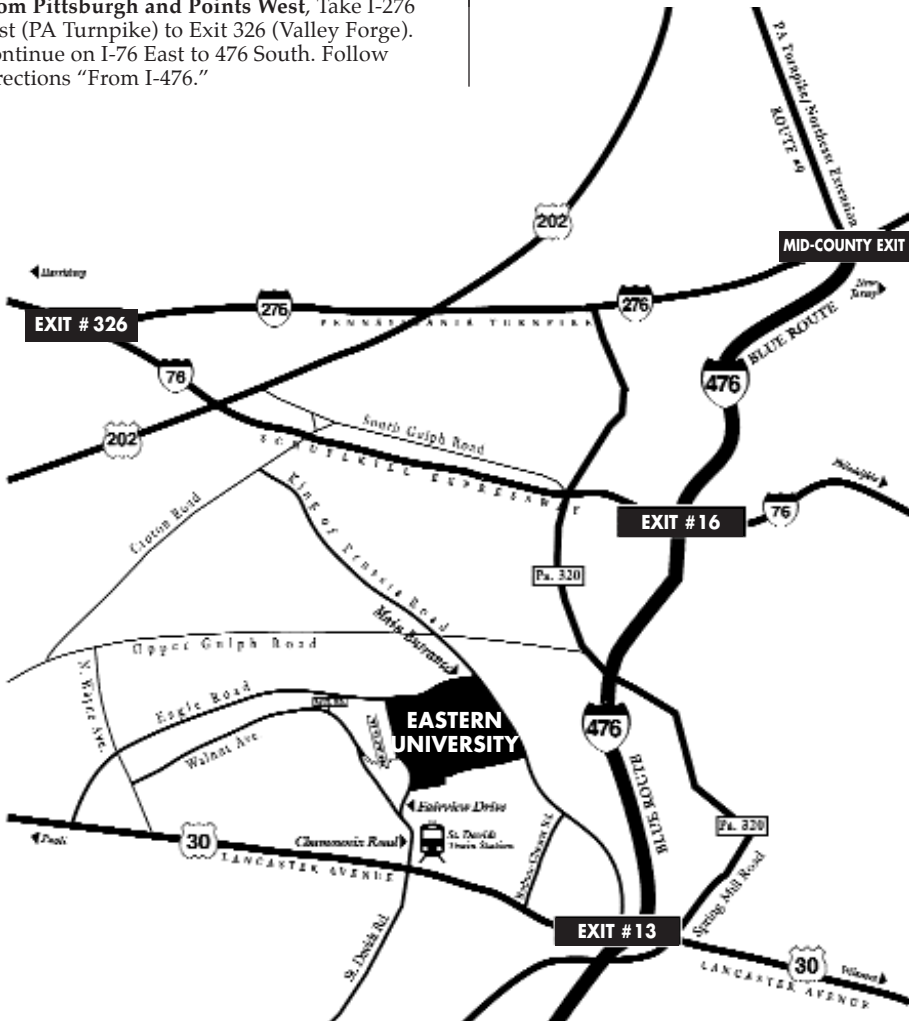
**From Pittsburgh and Points West,** Take I-276 East (PA Turnpike) to Exit 326 (Valley Forge). Continue on I-76 East to 476 South. Follow directions "From I-476."

**From Northern PA and New York,** Take I-81 South to the Northeast Extension (I-476 South) Follow directions "From 476."

**From New York City and New England,** Take I-95 South to the NJ Turnpike, continue south. Exit at I-276 West (Exit 359, PA Turnpike). Take Mid-County Exit, 476 South. Follow directions "From I-476."

**From Washington, D.C., Baltimore, MD and Points South,** Take I-95 North into Pennsylvania to I-476 North. Follow I-476 North to Exit 13 (St. Davids/Villanova). Follow directions from I-476.

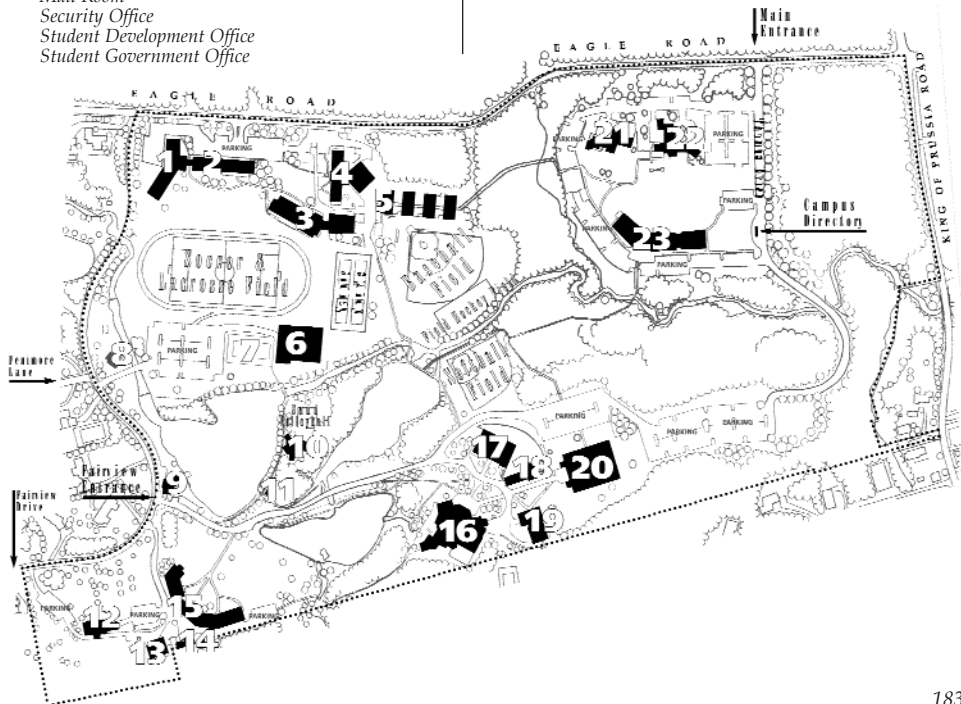
**From the Train,** get off at St. Davids and follow Chamounix Road to Fairview Drive.



# ST. DAVIDS CAMPUS

1. Kea Residence Hall
2. Guffin Residence Hall  
*Breezeway Café*
3. Gough Residence Hall  
*Conference Rooms*
4. Hainer Residence Hall
5. Gallup Residence Halls
6. Gymnasium  
*Athletics Department*
7. Swimming Pool
8. Gym Cottage
9. Gate House
10. Log Cabin
11. Historic Waterwheel
12. Ott Hall  
*Alumni Relations  
Business and Finance Office  
Communications Office  
Development Office  
Security Office*
13. Adams Hall  
*Campus Services/Plant Operations*
14. Grounds Building
15. Doane Residence Hall  
*Student Health Center*
16. Walton Hall  
*Baird Library  
Bookstore  
Career Placement Office  
Coffee Shop  
Conference Rooms  
Copy Center  
Cushing Center for Counseling and  
Academic Support (CCAS)  
Dining Commons  
Human Resources  
Mail Room  
Security Office  
Student Development Office  
Student Government Office*

17. Warner Library  
*Classrooms  
Sociology Department  
Youth Ministry Office*
18. Mall Cottage  
*Financial Aid Office  
Student Accounts*
19. Andrews Hall  
*Business  
Chemistry  
Communication Studies*
20. McInnis Learning Center  
*Academic Computing  
Administrative Computing  
Auditorium  
Bradstreet Observatory  
Bachelor of Science in Nursing Office (BSN)  
Classrooms  
Computer Laboratory  
Education Laboratory  
Faculty Offices  
Instructional Technology Center (I.T.S.C.)  
Planetarium  
Provost's Office  
Registrar's Office  
Undergraduate Dean's Office*
21. Workman Hall  
*Fine Arts Department: Music, Sacred Dance,  
and Theater Departments*
22. Heritage House  
*Admissions Office  
(Undergraduate and Graduate)  
Evangelical Association for the  
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President's Office  
Templeton Honors College  
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in Leadership (CCWL)*
23. North Campus Residence Hall





## **CORRESPONDENCE DIRECTORY**

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EASTERN UNIVERSITY  
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## **LOCATION**

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Eastern University in St. Davids, Pennsylvania, is on Philadelphia's Main Line. This residential area is one-half mile north of Lancaster Pike (U.S. Highway 30) at the eastern edge of the town of Wayne. Eastern's convenient suburban setting is just minutes from exit 13 of I-476 and within easy access of the city of Philadelphia. SEPTA trains (the Bryn Mawr-Paoli Local) run on the average of every half-hour from the St. Davids station to the downtown area of Philadelphia. The traveling time is under thirty minutes.

In Philadelphia there are historic sites such as Independence Hall, Carpenters' Hall and the old Congress Hall which won the name "Cradle of Liberty" for the city.

Philadelphia is unique as an educational and cultural center. There are thirteen hundred churches in the city. Rare collections of historical and anthropological interest are displayed in the University of Pennsylvania Museum. Facilities of the Franklin Institute and Fels Planetarium promote the physical sciences and those of the Academy of Natural Sciences and Wistar Institute, the biological sciences. The exhibits of the Museum of Art on the Parkway and of the Pennsylvania Academy of Fine Arts are open to the public. The Philadelphia Orchestra is world renowned. Tickets to its concerts are available to students at special rates.

With its many fine hospitals and its five medical colleges, Philadelphia occupies an enviable position as one of the country's leading medical centers.

King of Prussia Plaza and The Court together, one of the largest shopping malls on the east coast, are only a ten-minute drive. Valley Forge National Historical Park, a famous national shrine, is just north of the King of Prussia area.

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