

*2000-2001
Graduate Programs*

C H A L L E N G E S

T O D A Y



C H A N G E S

T O M O R R O W

Eastern College

Graduate Programs

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EASTERN COLLEGE IS AN EQUAL OPPORTUNITY COLLEGE

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

Eastern College

An Innovative Christian College of the Arts & Sciences

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*“A vision is like a kernel
that drops into the soil
of the human spirit
and takes on a life of its own.
It has self-sustaining,
energy-creating capacities
and produces life.
Within the force field
of a vision,
servanthood can reach
optimal effectiveness
and fulfillment.”*

BOB LUPTON

Adjunct professor of economic development and founder of
FCS Urban Ministries in Atlanta, Georgia

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FROM THE DEAN

Becoming a Part of God's Social Movement

When I was first asked to consider my position as Eastern's Graduate Dean four years ago, I did what you are doing now. I read through the catalog. What I found is what I hope you will also find—the vision of a school passionately committed to impacting the world, and possessing a sincere desire to be inclusive of the world's diversity. Once at Eastern College, I also discovered faculty, students and alumni alive with a vision to heal the world with a holistic message of hope. They are compassionate people revolutionizing the world through their professional calling.

In the past year I have visited with our students and faculty in urban United States, Latin America, Africa, Europe and Asia. From the beautiful and ancient cities of Eastern Europe I witnessed, through one of our performance ministry groups, the results of a peaceful revolution where once oppressed people, now free, seek to know God. In a border town of Latin America, I listened as female members of a cooperative shared their renewed relationships and strong community spirit as a result of holistic economic development. In a once depressed urban neighborhood of Philadelphia I rejoiced at the impact of a community arts organization, highly organized and focused on bringing hope and economic benefits to their community. Collectively, these efforts, involving Eastern College students, alumni and faculty, are part of a grand social movement of God

where peace, justice and prosperity enrich the lives of individuals, communities, and the institutions that serve them.

The faculty of Eastern College and the courses of instruction represented in this catalog are more than people and programs; they are the spirit of a school committed to this social movement. My hope for you is that you will catch the vision. My prayer for you is that you will gain the knowledge and skills to extend the impact of your life around the world. My dream for you is that you will find relationships with faculty and fellow students, as so many have done, which will allow you to challenge and be challenged in a growth experience for service. My call to you is to become a part of this social movement through hard work, disciplined study and prayerful reflection.

VIVIAN NIX-EARLY

*Dean of the School for Social Change
Andrews Hall, 2nd Floor*

Introduction



THE EASTERN EXPERIENCE

What makes the graduate programs at Eastern College unique? They are responsive to the needs of adult students, designed to enable our graduates to make a real difference in the lives of others, and firmly based on Christian values and truths.

STUDENTS COME FIRST

At the top of any Eastern College faculty's list of priorities is a commitment to students. We believe that one of the most important vehicles through which education takes place is faculty-student interaction. The low faculty-to-student ratios at Eastern help ensure that every student receives the personal attention he or she expects. This commitment helps our students benefit from the academic rigor of our programs in a way that builds their individual skills and competence, and prepares them to make a difference in the lives of others.

MAKING A DIFFERENCE

So where and how do you start to make a difference? Sometimes, with one person, one small group, one family

taking responsibility to change what they can where they can. Other times, change comes through strong leadership and vision applied within larger contexts. Eastern's graduate programs prepare students for either opportunity, teaching them to use their skills and knowledge to take on the exciting challenges within their chosen fields, whether business, counseling, health care, education or nonprofit management.

RELEVANCE

Because each graduate program began as a response to a real need in the real world, relevance is a key element of an Eastern education. Faculty bring a wealth of practical experience with them into the classroom. Internships, class assignments and research projects focus on the application of technical tools to actual problems. And a high percentage of Eastern graduate students already have significant experi-

ence in the workplace, which only adds to the richness and wisdom of class discussions.

In Eastern's case, relevance and quality go hand in hand. All of our graduate programs have been approved by the Pennsylvania Department of Education and accredited by the Middle States Association of Colleges and Schools. Eastern is also a member of the American Assembly of Collegiate Schools of Business (AACSB).

CHRISTIAN VALUES

Eastern's graduate programs are not limited to practicing Christians, but the college is rooted in faith in Jesus Christ and in the values that spring from this faith. Eastern's mission statement upholds belief in the unity of God's truth,

whether revealed supernaturally or discovered by human beings.

Today, more and more colleges are rediscovering ethics and values. They have begun to realize that education should not exist in a moral vacuum. Eastern College has never abandoned these basic truths. In our graduate programs, and throughout the college, our focus on Christian values permeates the exploration of all subjects and issues.

DIVERSITY

The graduate student body has a high degree of cultural diversity: typically, 25-30% of students are international (15-20% from developing countries); 40-50% of students are over the age of 30; 18-20% are students of color; and 50-55% are women. The experience base is also varied. Some students have extensive international experience; others come to us after years of professional work; and some enter the program directly upon earning their undergraduate degrees.

Graduate students learn from and minister to one another through community living and worship services on campus and in neighborhoods throughout the Philadelphia area.

CAMPUS

With its ponds and walking paths, the Eastern College campus is an ideal place for retreat and scholarly reflection. The heart of the campus is the for-

mer Charles S. Walton estate built in 1913. Eastern has grown beyond the original estate to include 27 buildings and more than 100 acres of woods, ponds, creeks and lawns. The campus is a unique natural laboratory where more than 100 bird and 300 plant species have been identified. For all of its tranquility, Eastern College is convenient to Philadelphia and the surrounding suburbs. The campus is easy to reach by car or SEPTA Train. Eastern is just minutes from the St. Davids/Villanova Exit on the Blue Route (I-476), or a short walk from the St. Davids train station.

INCLUSIVE LANGUAGE

“There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.” - Galatians 3:28

Scripture teaches that male and female are equally loved by God and equally called by God into the service of Christ, and that both male and female are gifted by God’s spirit for such ministries (Acts 2:16-18).

Therefore, we have a particular responsibility to use language in ways that do not exclude, alienate or marginalize members of our community, or distort the significance of contributions made by all persons to our historical and present day experience.

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

- to use inclusive language when speaking about or addressing human beings in written and oral communication;
- to exercise sensitivity in the selection of classroom materials and examples;
- to use Scripture responsibly. Often, the original text does not demand that a masculine pronoun for human beings be used. A comparison of various translations may shed some light on this issue;

— to accept and appreciate diversity of biblical language and imagery when addressing God in prayer; Summary: The gospel invites us to grow; it does not coerce us. In our relationship with each other, invitation to greater sensitivity ought to be the norm, rather than the demand for conformity. Eastern College is a community of cultural, racial, gender, age, and ecclesiastical diversity, committed to the equality of all persons as revealed in Jesus Christ.



MISSION STATEMENT

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

We achieve our mission when our students develop a clear understanding of how their faith in Christ applies to their academic disciplines and their professions. More specifically, the goals of graduate study at Eastern are:

- to enhance students' ability to understand and practice their profession and discipline from a faith perspective through mentoring relationships with faculty;
- to increase professional skills and the academic and spiritual competence of students who desire to make a difference in the lives of others;
- to foster an attitude of spiritual, intellectual and creative inquiry;

- to develop research and analytic skills that can be applied in professional settings to positively impact the world's problems;
- to prepare students for further graduate study; and
- to respond to the learning needs of college graduates whose careers and callings have changed.

OUR COMMITMENT TO SCHOLARSHIP AND TEACHING

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 innovative leadership, sound scholarship

and original research. We place a high priority on excellence in teaching and on relevance. We value highly the integration of Christian faith and learning in all academic disciplines and in the development of a Christian world view.

OUR COMMITMENT TO SCRIPTURE

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 endeavor.

OUR COMMITMENT TO THE CHURCH

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

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

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 this commitment, we seek to do our best to provide educational opportunities and financial aid for those with few or no financial resources to attend a private Christian college.

OUR COMMITMENT TO THE WORLD

We affirm that Christ calls us to concern for, understanding of, and involvement in the world, both near at hand in Philadelphia and the Main Line, and in 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 by common needs and interests. We believe that we are to care not only for people throughout the world but also for the earth itself as responsible stewards of God’s creation.

OUR COMMITMENT TO COMMUNITY

We believe that the way in which we live and work together is important in fulfilling our mission. We desire a campus community of students, faculty, staff and administration that embodies values of caring and compassion, justice and integrity, competence and affirmation. We seek to enable the develop-

ment of our students intellectually, emotionally and spiritually. We value faculty-student ratios that 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 work together to achieve our common mission.

THE PROGRAMS

Business Programs

MASTER OF BUSINESS ADMINISTRATION

Concentrations in:

- Accounting
- Economics
- Finance
- Management
- Marketing
- Nonprofit Management
- Economic Development

MASTER OF SCIENCE

- Nonprofit Management
- Economic Development

DUAL DEGREES

- MDIV/MBA
- MDIV/MBA in Economic Development
- MDIV/MS in Economic Development

FAST-TRACK MBA[®]

- Fast-Track MBA[®]: Management
- Fast-Track MBA[®]: Health Administration

Counseling Programs

MASTER OF ARTS IN COUNSELING

Concentrations in:

- Community/Clinical Counseling
- Marriage & Family Counseling
- Student Development

MASTER OF ARTS IN SCHOOL COUNSELING

Concentrations in:

- Elementary School Counseling
- Secondary School Counseling

MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY

Education Programs

MASTER OF EDUCATION IN MULTICULTURAL EDUCATION

MASTER OF EDUCATION IN SCHOOL HEALTH SERVICES

Pennsylvania

From the Provost

Eastern's graduate programs are developing leaders for the 21st century and beyond. This is done with a curriculum firmly rooted in a Christian principles and through faculty and students determined to make a difference in the world.

The graduate programs at Eastern emphasize the integration of liberal arts with specific competencies and skills. We believe that understanding contemporary events and theories within the context of their historical roots is crucial to effective decision making.

The graduate curricula also focus on interpersonal skills, strategic thinking and the ability to manage change.

Given the increasing diversity in the workplace, we seek ways to give students an opportunity for exposure to different cultures, even if for a brief period.



Eastern College is committed to high quality, relevant graduate programs. During the past decade, new graduate programs in multicultural education, counseling, school counseling, school psychology, health services management, health administration and nonprofit management, and the Fast-Track MBA[®] program have all been designed to meet specific needs. We believe these programs are in the vanguard of innovative graduate education.

HAROLD C. HOWARD

Department of Education Certifications

TEACHING

- Early Childhood
- Elementary
- Foreign Language
(*French and Spanish*)
- Health Education
- Secondary
(*Biology, Chemistry,
Communications, English,
Mathematics, and
Social Studies*)
- Special Education

EDUCATION SPECIALIST

- School Nurse
- Reading Specialist
- Elementary Counselor
- Secondary Counselor
- School Psychologist
- Supervisor
(*Early Childhood;
Elementary Education;
Foreign Language — French
and Spanish; Health
Education; Reading, School
Nurse; Secondary — Biology,
Chemistry, Communications,
English, Mathematics, and
Social Studies; and Special
Education*)

ACCREDITATION AND

MEMBERSHIPS

Eastern College is accredited by:

- The Commission on
Higher Education of the
Middle States Association
of Colleges and Schools;
3624 Market Street
Philadelphia, PA
19104-2680
(215) 662-5606
- Council on Social Work
Education for the
Baccalaureate Major in
Social Work
- National League
for Nursing
- Commission on the
Accreditation of Allied
Health Programs

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
- Council for Christian

- Colleges and Universities
- College Entrance
Examination Board
- Council of Independent
Colleges and Universities
(CICU)
- Council for the
Advancement and Support
of Education
- Pennsylvania Higher
Education Nursing Schools
Association
- Pennsylvania Association
of Colleges and Universities

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 II.
- It is approved for Veterans'
Education.

Business Programs

MASTER OF BUSINESS ADMINISTRATION

*Concentrations in Accounting, Economics, Finance, Management, Marketing**

HISTORY AND PHILOSOPHY

In 1981, Eastern College launched the first MBA program in the western suburbs of Philadelphia. The goal at that time was to enable men and women in business, through education, to combine well-developed professional skills with ethical responsibility and moral leadership. Designed initially for the working executive, Eastern's MBA program has been continually adjusted to reflect the changing nature of the world of business. What has not changed are the demands put upon students by faculty to master the quantitative, operational and human relations skills necessary for excellence in business.

In the Fall of 1998, the faculty at Eastern College approved a new Global MBA program. The changes enhance Eastern College Graduate Studies already-established focus on the international (global) environ-

*NOTE: See pages 13 for MBA concentrations in Nonprofit Management and Economic Development. Also see pages 21-23 for Fast-Track MBA[®] Program and Fast-Track Health MBA/MS Programs.

ment of business. By revising the content of courses and by adding new courses to reflect the interactive nature of the world economy and increasing cultural diversity, the program deepens the broad base of teaching business leadership.

In its current configuration, the Global MBA is distinct for three reasons. First, a specific emphasis is now being placed on international business and the necessity to understand the realities of a global marketplace. To this end, many of the courses include an international component, and the knowledge of doing business in a cross-cultural context is

included throughout. Genuine understanding of today's business environment requires not just local and national perspectives, but an international one as well. Eastern offers special courses on international topics. And beyond these, each course attempts to bring students and subjects into a global relationship, with the goal of preparing students for leadership now and into the next century.

Second, the Global MBA has a strong ethical focus which is not only a result of requiring a course in Business Ethics (one of the few MBA programs among colleges and universities in the Greater Philadelphia to do so), but which arises out of a delib-

erate attempt to discuss the ethical ramifications of each course's material and body of knowledge. From the Program's beginning, Eastern has regarded ethics as an indispensable key to the understanding of successful business — as important as the understanding of any other material. In a world of rapid fire decision making, sound ethical choices are difficult to make unless one has already invested time and thought. At Eastern, we give you the opportunity to do so.

These two distinctives would be impossible to fulfill without our third distinctive: a faculty committed to them. Eastern intentionally has a balanced mix of traditional full-time faculty and part-time faculty from throughout the business community. Dr. Linwood Geiger, Distinguished Professor of International Economics and Chair of the Department of Business, came to Eastern after a successful career in international marketing. A Fulbright scholar, he has numerous scholarly articles published in the fields of economic development, transitional economics, and a textbook on Russian economics. He lectures frequently in China, and was instrumental in establishing business schools in both Russia and China. Dr. Van Weigel, who teaches courses in business ethics and economic development, writes in the areas of development and ethics, with a current focus on the environment. Dr. John Stapleford is a well-regarded regional economist, whose work in urban and regional economics has been widely published. His passion is the integration of ethics and economics in his teaching. Dr. Jim Engel, Professor Emeritus, and distinguished professor of mar-

“Teachers really get to know you at Eastern.”

Jay Bellwoar, MBA graduate



keting, research & strategy, has written over 25 books and has founded the field of consumer behavior at Eastern. Dr. Margaret Clarke, who teaches courses in finance, specializes in capital markets and has a growing reputation in the field. Mark Halsey, who founded and directs the MS & MBA degree programs in Nonprofit Management, teaches in the areas of strategic planning and organizational behavior. Since coming to Eastern, he helped found a business institute in Kazakhstan, and has lectured on either strategic planning or leadership in Bolivia, Vietnam, and South Africa. Dr. Jack Bower, whose doctorate is from the Warsaw School of Economics, is a CPA and teaches various accounting and finance courses. He has an active accounting practice and is currently interested in issues of auditing practice as they apply to electronic commerce. Tom Dahlstrom teaches courses in quantitative methods and management information systems, has worked with local small business research projects, and most recently developed a new undergraduate concentration in MIS.

At Eastern, faculty take their teaching responsibilities very seriously and, while also committed to research and applying their expertise throughout the world in practical ways, each place their first priority with their classroom teaching and relationships with students.

CURRICULUM

The Global MBA consists of a Core curriculum (27 credit hours) plus Electives (9 credit hours), for a total of 36 graduate

credit hours. Note that in addition to these graduate course requirements, students might be required to take one or several Foundation courses if such courses haven't already been taken at the undergraduate level. Foundation courses in a video format are recommended as a good way to meet this requirement.

Core curriculum consists of nine courses: BUSA 500 Global Financial Management, ECON 511 Global Macroeconomic Analysis, ACCT 520 Managerial Accounting, BUSA 632 International Marketing, BUSA 540 Leadership and Organizational Behavior, BUSA 560 Business Ethics and Justice, BUSA 670 Management Information Systems, BUSA 630 Business Strategy, and either ECON 512 Managerial Economics or BUSA 550 Quantitative Approaches to Decision Making.

FOUNDATION COURSES

Foundation requirements can be satisfied with prior undergraduate coursework, by waiver, by examination, or by taking Foundation courses at Eastern College (the latter have different prefixes, but are all numbered as 223). Graduate Admissions, in consultation with the Global MBA Program Director, will evaluate past transcripts and determine how many, if any, of these requirements are outstanding. Foundation courses are not required to be fulfilled prior to acceptance or even before enrollment in graduate courses, but must be completed within the first two semesters of study and must be completed prior to any graduate course with a founda-

MASTER OF BUSINESS ADMINISTRATION

Required Curriculum

FOUNDATION COURSES

- ACCT 223 *Introduction to Accounting*
- BUSA 223 *Statistics*
- FIN 223 *Business Finance*
- ECON 223 *Introduction to Economics*
- *CSC 110 *Computer Literacy*

The foundation requirements may be satisfied by previous course work, waiver by examination, or completion of the above Eastern College undergraduate courses.

MBA CORE COURSES (24 credit hours):

- ACCT 520 *Managerial Accounting*
- BUSA 500 *Global Financial Management*
- BUSA 540 *Leadership and Organizational Behavior*
- BUSA 560 *Business Ethics and Justice*
- BUSA 630 *Business Strategy (Capstone Course)*
- BUSA 632 *International Marketing*
- BUSA 670 *Management Information Systems*
- ECON 511 *Global Macroeconomic Analysis*
- ECON 512 *Managerial Economics or*
- BUSA 550 *Quantitative Approaches to Decision Making*

CONCENTRATION COURSES (9 credit hours)

TOTAL CREDITS REQUIRED: 36

** or Eastern College Computer Modules*

tion course prerequisite (example: the Foundation requirements in Accounting and Finance must be completed before enrolling in a graduate course in Accounting or Finance).

DCP graduates who were excellent students (GPA of 3.75 and higher and recommended by two DCP teachers) are exempt from foundation courses with the exception of statistics (BUSA 223).

GLOBAL MBA CONCENTRATIONS

1) *Finance*. The Finance concentration is designed for students desiring to develop an understanding of financial theory, portfolio and capital markets theory,

money and banking, and the application of mathematical and statistical analysis to business finance. In addition to the specified core courses, students pursuing the Finance concentration must choose three courses from the five listed below:

- BUSA 601** *Investment Analysis and Portfolio Theory*
- BUSA 602** *Quantitative Applications in Finance*
- BUSA 613** *International Finance*
- ECON 611** *Money and Banking*
- ACCT 622** *Financial Accounting Theory*

2) Management. The Management concentration is designed to deal with all aspects of managing an organization's behavior, including training, compensation, labor relations, and the latest applicable employment laws and government regulations.

In addition to the core MBA course requirements, students must take three of the courses listed below:

BUSA 541 *Human Resources Management*

BUSA 570 *Business Law*

BUSA 641 *Human Resources Management*

BUSA 645 *Strategic Management of Nonprofit Organizations*

BUSA 650 *Leadership Models*

3) Marketing. The Marketing concentration is designed for students pursuing careers in sales, marketing or advertising. In addition to the core course requirements, students must take three courses as directed below:

BUSA 530 *Marketing Management*

BUSA 531 *Marketing and Public Relations for Nonprofit Organizations*

BUSA 631 *Marketing Research*

4) Accounting. The Accounting concentration is designed to meet the 150-hour requirement to sit for the uniform CPA exam. This requirement has been adopted in most states and is pending in Pennsylvania. Each state has a State Board of Accountancy which administers the legislative requirements of the exam. Prospective students should contact their respective State Board of Accountancy to determine the educational requirements necessary to become a CPA.

Accounting requires a diverse array of skills, aptitudes and problem-solving abilities that are refined and enhanced in the MBA curriculum. Prospective MBA students who are currently CPAs should consider the career diversity gained by a concentration in finance and are encouraged to select a combination of courses from finance or accounting to meet the 9-credit concentration requirement. This selection of courses must be approved by the student's academic advisor.

In addition to the specific core courses and foundation requirements, students pursuing the accounting concentration must choose three courses from the four listed below:

ACCT 521 *Nonprofit Accounting*

ACCT 620 *Auditing Theory and Practice*

ACCT 622 *Financial Accounting Theory*

ACCT 625 *Income Tax Policy*

5) Economics. The economics concentration is intended to provide the conceptual and quantitative tools necessary for the graduate to perform basic applied economic analysis and to provide economic insights to business decision making. In addition to the core course requirements, students must take three of the courses listed below:

ECON 511 *Global Macroeconomic Analysis*

ECON 512 *Managerial Economics*

ECON 611 *Money and Banking*

ECON 613 *The World Economy*

ECON 670 *Economic Forecasting*

6) General Studies. This concentration is ideal for students not planning to pursue any specific concentration. Choose any three BUSA, ACCT, or ECON courses.

STRUCTURE OF NEW GLOBAL MBA — ONE YEAR OR LONG-TERM

Intentionally, the new Global MBA is designed with great flexibility to accommodate the unique needs of each of our students. MBA courses are offered Monday through Thursday at 4:30 to 7:00 PM and 7:15 to 9:45 PM with courses occasionally offered on Saturday mornings. In concert with our mission, the structure is holistic in approach. You have time to work, to learn and to have some personal or family time.

Built into this progressive program are a variety of academic options, for which you may qualify, that would enable you to receive this degree in as little as twelve months. The rigorous schedule usually means a full-time commitment. However, if you have other commitments, you can take as long as you need (up to seven years) to reach your goal. It is "tailor-made" by you, with us, for you.

BASIC REQUIREMENTS FOR GLOBAL MBA

To be considered for the Global MBA program, you must have:

- A BS or BA from an accredited college or university
- A minimum overall GPA of 2.5
- Two letters of recommendation
- Taken the GMAT

Also, unlike many other evening MBA programs, professional experience is not a prerequisite. Eastern College Graduate Studies offers learning opportunities that give you the hands-on experience and professional insight you need to succeed. Students with undergraduate business degrees are eligible to enter this program immediately following commencement.

ACCELERATED OPTION

The accelerated option facilitates completing the MBA in one year for full-time students. They may waive up to two graduate core courses. Undergraduate courses (at a 300 level or above) which potentially qualify for waiver of Eastern graduate courses are:

— *Intermediate*

Microeconomics for waiver of ECON 512 *Managerial Economics*

— *Intermediate*

Macroeconomics for waiver of ECON 511 *Global Macroeconomic Analysis*

— *Organizational Behavior* for waiver of BUSA 540 *Leadership and Organizational Behavior*

— *Cost Accounting* for waiver of ACCT 520 *Managerial Accounting*

— *Management Information Systems* for waiver of BUSA 670 *Management*

To qualify for waiving corresponding graduate courses, undergraduate courses must integrate specific global, ethical and cross-cultural content. Usually, an essay will be required for each course requested to be waived to demonstrate the student's familiarity with how these topics influence the more traditional content of the course (essays should be a minimum of 6-8 pages and written at a senior-level). The writing of such essays is part of the process to be considered for the Accelerated Option and should not be construed as a guarantee of acceptance.

Honors Mentoring Program

GUIDING PHILOSOPHY

The Honors Mentoring Program provides an opportunity for exceptional students to have a "once in a lifetime" interaction with a prominent Christian business leader over the course of an academic year. Unlike standard internships that provide students with some experience in the lower echelons of the business enterprise, the Honors Mentoring

Program provides a gateway to executive thinking and approaches — an invaluable asset to students graduating from Eastern's Global MBA and beginning (or continuing) their careers in business.

The Honors Mentoring Program *does not offer credit*, and is not part of the curriculum of the Global MBA (students in the Honors Mentoring Program at their discretion may, or may not, choose the Accelerated Option).

The mentoring aspect of this program would entail the student being matched with an executive in that student's field of interest. While the specific arrangements will vary from mentor to mentor, most relationships will include the following:

- *Substantial commitments on the part of mentor and student to communicate via bi-weekly meetings.*
- *Initial meetings sharing faith and detailed expected outcomes.*
- *Shadow Day - student will have the opportunity to shadow the mentor throughout the day at least twice during the semester.*

This aspect of the program is designed to facilitate the development of a long-term collegial friendship between student and executive mentor. It also hopes to provide the student with the opportunity to interact with the mentor on a wide range of issues associated with ethical leadership.

STANDARDS FOR ACCEPTANCE INTO THE HONORS MENTORING PROGRAM

Applicants from all undergraduate majors are encouraged to apply, with no preference given to any particular major. This new program is designed for the exceptional student who:

- *Has an overall combined undergraduate GPA of 3.75 (out of a 4.0 scale). A GMAT score of 600 or above.*
- *Exceptional participation in campus activities.*

Or...

- *Applicants having three years full-time work experience. An overall GPA of 3.50 (out of a 4.0 scale). A GMAT score of 600 or above. Excellent work history and progression.*

All applicants must submit three (3) letters of recommendation (these letters can also be used in the Global MBA application process). Also, each applicant is expected to write three (3) essays as part of the Honors Mentoring acceptance process.

NONPROFIT MANAGEMENT

Master of Science in Nonprofit Management degree
Master of Business Administration degree
(Nonprofit Management concentration)

MISSION

The Nonprofit Management Program provides pragmatic, comprehensive and ethically-centered graduate management education aimed at increasing the capacity of current and future leaders of nonprofit organizations, and seeks to develop innovative research and publication initiatives intended to improve the efficiency and effectiveness of the nonprofit sector.

NONPROFIT MANAGEMENT

The managerial and strategic issues affecting the nonprofit sector deserve the focus and attention of higher education. Until recently, the nonprofit sector received little attention from academia, but that is changing. When Eastern College began a Nonprofit Management concentration in our Evening MBA program in 1989, there were few graduate programs focusing on the nonprofit sector in the nation.

Today, that number has more than tripled, with Eastern now considered one of the pioneering schools, and the only such graduate program in the Greater Philadelphia area.

From the outset, a graduate program in the study of nonprofit management was consistent with Eastern College's overall mission of service shared by all of its graduate programs (education and counseling, as well as business). Guided by an Advisory Council composed of leaders from the Greater Philadelphia nonprofit community, the Program is sharply

focused on developing practical managerial skills and honing leadership abilities necessary to solve social problems, develop new programs and plan for the future.

COMPARISON OF DEGREE OPTIONS

The Nonprofit Management Program currently offers both an MS in Nonprofit Management degree and an MBA degree (Nonprofit Management concentration). The significance of the degree designations lies with curriculum focus and eventual career interests. The MS in Nonprofit Management degree has a specific curriculum focus on skills,

methodologies, theories and best practices relevant to nonprofit organizations. It is presumed that persons interested in this degree have an established and unwavering interest in working in the nonprofit sector. The MBA degree with a Nonprofit Management concentration offers students an opportunity to supplement the quantitative and analytical skills typical of an MBA with electives relevant to nonprofits. Graduates of this degree will be prepared for success in large nonprofit organizations, in developing "social enterprises" and will possess the career flexibility to apply their skills in either the nonprofit or for-profit sectors.

OUTCOMES

Graduates of the Nonprofit Management Program will possess enhanced capabilities in such areas as fundraising, management of staff and volunteers, financial management and budgeting, legal mandates, strategic planning, public relations and marketing. Graduates will be prepared to develop instruments of measurement in efficiency and effectiveness, and to assess community need. The Program's courses and the natural "networking" and relationship building that ensues, refreshes veterans of nonprofit endeavors and inspires the less experienced, and focuses every student on her/his continuing value and contribution to the nonprofit sector.

*"Eastern offers an in-depth
and real world approach to
managing in complex times."*

Ken Fanelli, MS Nonprofit Management graduate



And because Eastern is a Christian college, we emphasize social justice, personal and professional integrity, and ethical decision making. Students should not only be more inclined to investigate the ethical dimensions of their decisions, but be more prone to place their daily decision making into an ethical framework.

LIBRARY AND RESEARCH FACILITIES

One of the major physical and intellectual necessities for any graduate program to be successful is adequate library and research facilities. Concurrent with the initial offering of the Nonprofit Management concentration, Eastern began to secure funding for new library and research resources. Now housed in Eastern's Warner Library, the *Nonprofit Management and Research Collection* is one of the largest and most current specialized assemblies of books and periodicals dedicated exclusively to nonprofit management skills, practices and issues. The Collection also contains computerized funding research software, and connection to the Internet and to numerous CD-based and on-line research tools. The Collection is instrumental in the provision of a dynamic, state-of-the-art education, but is unusual for a college library in that the surrounding nonprofit sector community is encouraged to utilize it.

AUXILIARY PROGRAM ACTIVITIES AND INITIATIVES

The Nonprofit Lecture Series which is held once a year, attracts national leaders who discuss topics of current interest to the nonprofit sector. The Nonprofit Program is the sponsor and coordinator of the **Eastern College Award for Nonprofit Excellence**, which is given annually to a nonprofit organization located in the Greater Philadelphia area that demonstrates excellence in four award criteria. The Program works closely with Eastern's Center for Innovation in Community Development. Recently, the Nonprofit Program was awarded a grant to undertake a study of the economic and social impact of the nonprofit sector on the Commonwealth of Pennsylvania, which involves faculty and students working together on a research project with state-wide and national significance.

CONCLUSION

Eastern College strives to be an innovative, entrepreneurial educational institution. This is evidenced by its creative program offerings, including the Nonprofit Management Program. The Program maintains an unswerving commitment to excellence in the classroom, and offers distinctive out-of-class activities that amplify the total educational experience. It is the intention of the Program to never stand still, but to always look forward, taking advantage of opportunities in education and research as they arise, so as to assist in the development of current and future leaders of the nonprofit sector.

THE EASTERN COLLEGE NONPROFIT LECTURE SERIES

Previous Lectures

PETER EDELMAN
Professor of Law
Georgetown University
Law Center

FRANCES HESSELBEIN
Founding President and CEO
The Peter F. Drucker
Foundation

GRAHAM FINNEY
Executive Director
21st Century League

THOMAS KESSINGER, PH.D.
Council Chair
The Aspen Institute,
Washington, D.C. and
President, Haverford College

GARY BASS, PH.D.
Executive Director
OMB Watch
Washington, D.C.

JUDY BORIE
Executive Director
Girl Scouts of Greater
Philadelphia, Inc.

PANEL DISCUSSION ENTITLED,
"The Changing Concept
of Charity"

Panelists:

DONALD KRAMER, ESQ.
Partner, Montgomery,
McCracken, Walker &
Rhoads

CARROLLE FAIR PERRY
Executive Director, The
Philadelphia Foundation

JERRY KAUFMAN
Independent Consultant

LORETTA McLAUGHLIN
President, Delaware Valley
Hospital Council

GILBERT GAUL
& NEILL BOROWSKI
Reporters, Philadelphia
Inquirer

WILLIAM POLLARD
Chairman
The ServiceMaster Company

ROBERT SEIPLE
President, World Vision

MBA IN NONPROFIT MANAGEMENT

Required Curriculum

FOUNDATION COURSES

- ACCT 223 *Introduction to Accounting*
- BUSA 223 *Statistics*
- *CSC 110 *Computer Literacy*
- ECON 223 *Introduction to Economics*
- FIN 223 *Business Finance*

The foundation requirements may be satisfied by previous course work, waiver by examination or completion of the above Eastern College undergraduate courses.

BUSINESS CORE COURSES (9 credit hours)

- BUSA 541 *Human Resource Management
for Nonprofit Organizations*
- BUSA 560 *Business Ethics*
- ECON 511 *Macroeconomic Analysis*

Choose 2 (6 credit hours)

- BUSA 550 *Quantitative Approaches to Decision Making*
- BUSA 631 *Market and Opinion Research*
- ECON 512 *Managerial Economics*

REQUIRED NONPROFIT COURSES (18 credit hours)

- ACCT 521 *Accounting for Nonprofit Organizations*
- BUSA 517 *Nonprofit Financial Management and Control*
- BUSA 531 *Marketing and Public Relations
for Nonprofit Organizations*
- BUSA 603 *Fundraising for Nonprofit Organizations*
- BUSA 645 *Strategic Management of Nonprofit Organizations*
- BUSA 681 *Field Research Project or Thesis Option*

ELECTIVE IN PUBLIC POLICY (3 credit hours)

(See list to right)

TOTAL GRADUATE CREDITS REQUIRED: 36

* or Eastern College Computer Modules

MS IN NONPROFIT MANAGEMENT

Required Curriculum

FOUNDATION COURSES

- ACCT 223 *Introduction to Accounting*
- *CSC 110 *Computer Literacy*
- ECON 223 *Introduction to Economics*
- FIN 223 *Business Finance*

The foundation requirements may be satisfied by previous coursework, waiver by examination or completion of the above Eastern undergraduate courses..

REQUIRED NONPROFIT COURSES (30 credit hours)

- BUSA 517 *Nonprofit Financial Management and Control*
- BUSA 531 *Marketing and Public Relations for
Nonprofit Organizations*
- BUSA 541 *Human Resource Management
for Nonprofit Organizations*
- BUSA 571 *Legal and Governmental Issues
Affecting Nonprofit Organizations*
- BUSA 603 *Fundraising for Nonprofit Organizations*
- BUSA 645 *Strategic Management of Nonprofit Organizations*
- BUSA 651 *Issues in the Nonprofit Sector*
- BUSA 631 *Market and Opinion Research*
- BUSA 681 *Field Research Project or Thesis Option*
- INST 500 *Philanthropy*

ELECTIVE IN PUBLIC POLICY (3 credit hours)

Choose one:

- BUSA 630 *Role of Nonprofit Organizations in Public Policy*
- BUSA 673 *Public Policy & Development*
- ECON 511 *Macroeconomic Analysis (except for MBA students)*
- ECON 514 *Urban Economics*
- INST 670 *Issues in Community Revitalization*

TOTAL GRADUATE CREDITS REQUIRED: 33

* or Eastern College Computer Modules

ECONOMIC DEVELOPMENT

Master of Business Administration

(Economic Development Concentration)

Master of Science in Economic Development

(Global Concentration)

Master of Science in Economic Development

(Urban Concentration)

HISTORY AND PHILOSOPHY

Growing out of a commitment to, and a concern for, the great needs of the disenfranchised around the world, Eastern College designed MS and MBA programs in economic development for developing countries and the inner cities of America. In September of 1984, the MBA program began, with the first MS degree being added in 1986. As these programs have matured, they have come to focus on the central issues of economic development in the new millennium. With either program, students can explore the problems and issues of urban America and those facing developing nations.

A graduate degree program in business that concentrates on the world's poor instead of on the rich, constitutes a distinctive direction. It is a direction for which Eastern is continuing to provide innovative leadership.

Eastern recognizes the interrelated nature of the economic, social, political and spiritual factors inherent in poverty.

Only a comprehensive and carefully designed program will adequately prepare current and future practitioners to make a difference. The Economic Development Programs at Eastern seek to shape the character of students with an entrepreneurial spirit that embraces strategic thinking skills and servant leadership attitudes.

As an expression of our faith in Jesus' transforming love and

our desire to assist in the work of God in the world, Eastern College's Economic Development Programs are committed to the following:

— *Maintaining a commitment to holistic ministry, requiring both the proclamation of the Gospel of Jesus Christ and concrete initiatives to bear witness to the Kingdom of God, with a particular emphasis on economic empowerment and the alleviation of poverty.*

— *Affirming that the Christian church, under the Lordship of Jesus Christ, should be involved in development initiatives in order to fulfill the biblical man-*

date to be faithful stewards and to be salt and light in the world.

— *Equipping development practitioners with culturally appropriate management, analytical, technical and financial skills and knowledge, as well as a sensitive, disciplined approach to cross-cultural interaction and issues of social justice.*

— *Creating and growing appropriate, income-generating businesses which encompass a variety of economic and business initiatives among, with, and on behalf of the poor, to ensure long-term sustainable economic development. Therefore, primary emphasis is placed on micro- and small-scale enterprises.*

The economic development programs have attracted and employed the talents of an experienced and dynamic faculty. Faculty members have researched, visited, lived and worked professionally all over the world. They have established and managed businesses and development organizations. They have served as consultants to international and urban organizations. They have established critical bridges of information exchange and networking in order to maintain an innovative approach to development.

Eastern's economic development programs are grounded in the belief that if the mandate given by Christ is to be fulfilled, indigenous Christians must become leaders in economic development projects. A vast amount of strategic planning and training must be accomplished as we enter the 21st century. We believe that our programs provide the essential blend of the two elements required to equip development

“Eastern has a vision for the whole person and the whole world.”

Jane Overstreet, Economic Development graduate



change agents for the next decade and beyond: spiritual integration and technical expertise.

Though the essential purpose of the programs has remained constant, we have regularly attempted to improve the quality of education. Based largely on interviews with graduates who are now working in the field, we have adjusted our curriculum to ensure that present and future students receive the most relevant education we can provide.

As a result of feedback, the program is moving even more toward a multinational curriculum, one that does not regard the U.S. corporate world as the sole model for business. Finally, we are making an even greater effort to ensure that the answers our programs offer, as well as the questions they raise, are rooted in sound theology and mature spirituality.

CAREER POSSIBILITIES

Economic development graduates are equipped to fulfill one or more of a variety of roles:

- *The pastor, layperson, or community development practitioner seeks to empower the poor and disenfranchised of their neighborhoods by developing personal transformation, strong communities and economic independence.*
- *The community organizer brings people and local organizations together to solve community problems themselves using available resources.*
- *The economic developer acts as a conduit for professionals who wish to invigorate their neighborhoods through the creation of new institutions*

such as business incubators and financial intermediaries.

— *The enterprise developer trains others to start micro- and small businesses, and facilitates start-ups in the USA or overseas.*

— *The housing developer creates affordable housing of different forms to meet the needs of the poor.*

— *The director coordinates the day-to-day activities of an organization that has a vision for Christian community economic development.*

— *The entrepreneur contributes to the vitality of a community in need by developing micro-enterprises as models of Christian economic development.*

— *The community banker works with local organizations to create financial intermediaries such as credit unions, revolving loan funds, and banks for communities of need.*

— *The municipal developer provides impetus from a government post for community development through policy writing, development facilitation, technical assistance and funding.*

— *The rural developer uses appropriate and intermediate technology, bio-intensive farming, aquaculture and other forms of development to create jobs and generate income in developing countries.*

MS/MBA PROGRAMS

Those enrolled in the MS in Economic Development (Urban Concentration) must have 39 credit hours to graduate. Those in the MS in Economic Development (Global Concentration) must have 36

credit hours to graduate. The MBA program requires 42 credit hours.

MS IN ECONOMIC DEVELOPMENT (URBAN CONCENTRATION)

Course work in this degree program focuses on the principles, issues and models of faith-based neighborhood economic development in the U.S. Students will study the nature of cities and the psychosocial dynamics of urban reality. They will increase their awareness and understanding of cross-cultural issues as they study the principles of economic development.

Many social scientists have predicted that the future of America will be that of two nations living side by side. One nation will be affluent and predominantly white. The "Other America" will be composed of those who are disenfranchised by a technological society - a society offering few opportunities for unskilled, under-educated ethnic minorities.

The new millennium will bring to urban America burgeoning poverty and social dislocation. Government policies and practices, often unfocused and inappropriate, have not mitigated the trend of urban deterioration. Financial resources, both in the government and in the church, have become conspicuously tighter.

On all fronts, from governments to grassroots organizations to the church, development practitioners are realizing the need to empower the poor through holistic development. Decades of economic development failures have proven that the poor, without social and spiritual empower-

ment, cannot respond to "top-down" economic initiatives. Often these initiatives are large-scale projects using inappropriate technologies and targeting the "power-holders," who prefer not to change status quo conditions. The desire for spiritual transformation sought by missionaries has often been void of simultaneous economic and social practice of the Gospel.

Eastern College students are committed to social and economic change, as well as to the spiritual transformation of urban America. Christian mission courses build the essential theological foundation for this challenging endeavor. Specialized electives have been developed to research and analyze specific urban issues such as community revitalization, public policy, economics and entrepreneurship, all with an eye toward practical solutions and initiatives. Students have the opportunity to be exposed to urban organizations and projects and to gain practical experience through the Community Based Development Training (CBDT) Program.

MS IN ECONOMIC DEVELOPMENT (GLOBAL CONCENTRATION)

This concentration has similar goals but the degree focuses on the global issues surrounding the world's economically poor countries. Eastern College seeks to prepare students to facilitate and manage regional and local development projects. We enable students to develop management skills in economics, accounting, marketing and new enterprise design in order to equip them technically for - without confining them to - business enterprises. These skills may be applied in

the broader spectrum of community development, to incorporate educational institutions, nonprofit organizations, and health care systems, as well as to develop programs in agriculture, housing and evangelism. Two electives allow students to pursue special interest topics and to design curricula to meet individual visions.

MBA IN ECONOMIC DEVELOPMENT

The MBA program focuses more specifically on the quantitative business aspects of economic development. Courses in finance, accounting, economics and mathematical decision-making tools assure competency in enterprise development and management. This knowledge is blended with a Christian mission foundation, one that challenges students to investigate the role of economics in empowering the poor.

The curriculum promotes the necessity for economic development to be centered at the grass-roots level. The program also recognizes and evaluates the impact of macro-policy influences and the role of small-to-medium sized enterprises in the growth of a community's economy.

COMMUNITY-BASED DEVELOPMENT TRAINING (CBDT)

The CBDT requirement takes students into low-income neighborhoods in the city of Philadelphia to work with community development corporations, churches and other organizations engaged in grassroots community development. Students select their CBDT organization and spend one day per week for two full academic semesters working with that organization.



“Eastern is one of the few schools that sees enterprise as a grass roots community development strategy.”

Marcel Newsome, Economic Development graduate

The CBDT combines field experience with curriculum taught in the classroom. Students are able to integrate theory with practice of development work at the community level. This experience not only allows the student to gain a more in-depth understanding of development from a practical standpoint, but also creates intense discussion in the classroom. The CBDT is a bridge between economic development theory and what is happening every day in communities and development organizations across the country and around the world.

Through the CBDT program, students are creating sustainable business enterprises, helping churches establish development projects, doing feasibility studies, working with funding organizations, establishing networking contacts and most importantly, gaining transferable skills that can be used to transform the lives of people and the communities they live in.

SUMMER FIELD COURSES

The purpose of the Summer Field Courses is to provide each student with a hands on

approach to economic development in a global setting while at the same time applying urban concepts and learning the realities of a developing country. The Summer Field Courses include two three-credit courses: EDEV510 “Development Strategies” and EDEV520 “Cross-Cultural Skills and Understanding” that are taught in the “laboratory” setting of a developing country to strengthen understanding of development strategies and technologies used in lesser developed countries where the poor are the majority of the population.

Through “Development Strategies,” students broaden their knowledge of development throughout the world, experience the wide diversity of development paradigms and world views in different organizations, and acquire an analytical framework fundamental for understanding and putting into perspective all of the other courses taught at Eastern. Through “Cross-Cultural Skills and Understanding,” students gain an analytical anthropological framework and field skills necessary as a basis for devel-

opment work. The Summer Field Courses are available as electives in the MS in Urban Economic Development but are a required component of the curriculum of the other MS and MBA Economic Development Programs. They are designed to give students basic information, knowledge and skills upon which other courses build.

COOPERATING ORGANIZATIONS

The MBA/MS programs in economic development maintain close contact with World Vision, the Evangelical Association for the Promotion of Education, Center of Urban Resources (CUR), Center for Urban Theological Studies (CUTS), Philadelphia Development Partnership, the Salvation Army, Christian Community Development Association, the Mennonite Central Committee, Opportunity International, Habitat for Humanity, Evangelicals for Social Action and other development and relief agencies.

INTERNATIONAL INVOLVEMENT

Many of the faculty, students and alumni have had the opportunity to work in collaboration with other institutions overseas, including SAIACS (the Southeast Asian Institute for Advanced Christian Studies), Cornerstone Christian College in Cape Town, South Africa, the Beijing Institute of Technology in China, The Lithuania Christian College in Klaidpeda, Lithuania, The Christian University of Haiti, the Mekane Yesus Seminary in Ethiopia, and Day Star University in Nairobi, Kenya.

MBA/MS ECONOMIC DEVELOPMENT

FOUNDATION COURSES

- ACCT 223 *Introduction to Accounting*
(may substitute ACCT 107, 108)
- BIB 100 *Biblical World in Contemporary Context*
- BUSA 223 *Business Statistics* (may substitute BUSA 221)
- CSC 110 *Computer Literacy* (or Eastern College Computer Modules)
- ECON 223 *Introduction to Economics* (may substitute ECON 203, 204)
- FIN 223 *Business Finance* (prerequisites: ACCT 223, BUSA 223, CSC 110)

SUMMER FIELD COURSES (6 credit hours) *Must complete courses in one of three sites: Lima, Peru; Bangalore, India; or Nairobi, Kenya . Other summer field course locations may be offered periodically.*

- EDEV 510 *Development Strategies*
- EDEV 520 *Cross-Cultural Skills & Understanding*

MS in Economic Development — Global Concentration

REQUIRED COURSES (24 credit hours)

- BUSA 545 *Entrepreneurship*
- BUSA 675 *Community Research & Needs Analysis*
- ECON 661 *God's Kingdom in Economic Development*
- EDEV 500 *Community Organization*
- ACCT 522 *Managerial Accounting for Developing Enterprises*
- BUSA 543 *Small Organization Marketing and Operations*
- EDEV 540 *Leadership and Empowerment*
- INST 561 *Christian Mission and Economic Justice* - OR -
- INST 562 *Biblical Faith and Economics* - OR -
- INST 572 *Holistic Ministry in a Contemporary World* - OR -
- INST 664 *Christian Mission and Social Transformation*

MBA in Economic Development

REQUIRED COURSES (30 credit hours)

- BUSA 500 *Financial Management*
- BUSA 545 *Entrepreneurship*
- BUSA 675 *Community Research & Needs Analysis*
- ECON 511 *Macroeconomics Analysis* - OR -
- ECON 512 *Managerial Economics* - OR -
- ECON 615 *Emerging Market Economies*
- ECON 661 *God's Kingdom in Economic Development*
- EDEV 500 *Community Organization*
- ACCT 522 *Managerial Accounting for Developing Enterprises*
- BUSA 543 *Small Organization Marketing and Operations*
- EDEV 540 *Leadership and Empowerment*
- INST 561 *Christian Mission and Economic Justice* - OR -
- INST 562 *Biblical Faith and Economics* - OR -
- INST 572 *Holistic Ministry in a Contemporary World* - OR -
- INST 664 *Christian Mission and Social Transformation*

ELECTIVES (6 credit hours)

Each student will be able to focus his/her electives in areas such as: Housing, Advanced Community Organizing, Fundraising, Credit Agencies and the Poor, Public Policy and Economics, and Theology.

Community-Based Development Training

REQUIRED: Fall and Spring semesters (240 hours)

MS TOTAL CREDIT HOURS: (36) / MBA TOTAL CREDIT HOURS: (42)

MS IN ECONOMIC DEVELOPMENT

Urban Concentration

REQUIRED COURSES (33 credits)

- ECON 514 *Urban Economics*
- EDEV 500 *Community Organization*
- EDEV 534 *Applied Finance*
- EDEV 535 *Applied Management*
- EDEV 630 *Applied Research*
- EDEV 631 *Neighborhood Economic Development*
- EDEV 520 *Cross-Cultural Skills and Understanding*
- INST 562 *Biblical Faith and Economics*
- INST 630 *Social Dynamics of Church-Based Economic Development*
- INST 664 *Christian Mission and Social Transformation*
- INST 670 *Community Revitalization*

ELECTIVES (6 credit hours)

Each student will be able to focus his/her electives in areas such as: Housing, Advanced Community Organizing, Fundraising, MicroEnterprise Development, Urban Politics, Economics, and Theology.

Community-Based Development Training

REQUIRED: Fall and Spring semesters (240 hours)

Foundation Courses (none): After assessment by the business faculty, students may be required to take 6 hour seminars in Accounting, Finance and/or Statistics.

MS (URBAN CONCENTRATION) TOTAL CREDIT HOURS: (39)

DUAL DEGREE PROGRAMS

Master of Divinity/Master of Business Administration

Master of Divinity/MBA in Economic Development

Master of Divinity/MS in Economic Development

HISTORY

In 1985, Eastern College launched dual-degree programs in conjunction with Eastern Baptist Theological Seminary. The Seminary's MDiv degree program may be combined with most of the college's graduate programs in business or economic development. The dual degree program is designed to permit a student to finish approximately one year earlier than if the degrees were pursued separately.

The dual-degree programs are designed to create the following opportunities:

- *Enrichment of interdisciplinary inquiry into issues and concerns encompassing theology, business, ethics and development.*
- *More thorough preparation of lay people who will have considerable opportunity to preach and disciple within the marketplace of business or development.*

— *Preparation of individuals for bi-vocational ministries, particularly in situations where the church minister is engaged in creating business enterprises to financially aid the church or community.*

— *More thorough preparation of leaders in Christian institutions and organizations for superior management.*

ADMISSIONS

Students wishing to enter the M.Div /MBA or M.Div /MS programs need to apply to both Eastern Baptist Theological Seminary (610-896-5000) and Eastern College. They are admitted separately to each institution.

FINANCIAL ARRANGEMENTS

Students are required to pay tuition to each school for the courses required in that school's degree program, which entails approximately five semesters at the Seminary and three semesters at the College.

DUAL DEGREE OPTIONS

MDiv/MBA in Economic Development

Transfer two completed seminary courses as electives to the MBA program. The seminary course, Biblical Faith and Economics (INST 562), is considered critical to the economic development program's objectives; therefore, it is a "required" elective to be transferred from the seminary.

MDiv/MS in Economic Development

Transfer two completed seminary courses as electives to the MS Program.

MDiv/MBA

No adjustments to college program.

All foundation courses, as prescribed by each program, apply to the dual degree options.

FAST-TRACK MBA[®] MANAGEMENT

FAST-TRACK MBA[®] MANAGEMENT

	CREDITS
Term One	
MNGT 500 <i>Principles of Continuous Education</i>	1
MNGT 510 <i>Issues in Management</i>	2
<i>Foundations: Intro to Computers/Word</i>	0
<i>Foundations: Statistics/Excel</i>	0
<i>Foundations: Economics/Powerpoint</i>	0
MNGT 520 <i>Research Design</i>	3
MNGT 541 <i>Strategic Thinking I</i>	3
MNGT 630 <i>Executive Seminar</i>	1/2
Term Two	
MNGT 550 <i>Management Communication</i>	3
<i>Foundations: Accounting</i>	0
MNGT 531 <i>Financial Thinking I</i>	3
MNGT 560 <i>Business Ethics</i>	3
MNGT 630 <i>Executive Seminar</i>	1/2
Term Three	
MNGT 542 <i>Strategic Thinking II</i>	3
MNGT 650 <i>Quantitative Decision Making</i>	3
MNGT 600 <i>Leadership</i>	3
MNGT 630 <i>Executive Seminar</i>	1/2
Term Four	
<i>Foundations: Finance</i>	0
MNGT 532 <i>Financial Thinking II</i>	4
MNGT 680 <i>Business Policy Capstone</i>	3
MNGT 690 <i>New Venture Project</i>	3
MNGT 630 <i>Executive Seminar</i>	1/2
TOTAL CREDITS	39

NOTE: This schedule includes periodic breaks between classes to provide time off for vacations and holidays.

HISTORY AND PHILOSOPHY

The effective MBA program for business leaders at the end of the twentieth century is much different from the MBA program from as recently as ten years ago. Students earning an MBA should no longer have to struggle as individuals to relate the theory taught in the classroom to the reality of the workplace. The curriculum must be immediately transferable to the complex world of real problem-solving. The traditional linear approach of teaching a series of segmented business functions should be replaced by a more experiential, interdisciplinary approach. The MBA graduate must be team-oriented, cross-functional, collaborative, and flexible.

From its beginnings, the Fast-Track MBA[®] program at Eastern College has been committed to these principles. But these principles also mean that the curriculum and its delivery have to be regularly upgraded. Therefore, the Fast-Track MBA[®] program recently underwent review and combined the best of the past in the essentials of an MBA degree with the best in the expectations of the twenty-

first century executive. While continuing to meet the quantitatively rigorous needs of the corporate world and to develop business acumen in the areas of interpersonal skills, individual initiative, and the ability to see patterns and opportunities in the challenges of today's marketplace, the Fast-Track MBA[®] has recognized the importance of being more--more in terms of providing a program that emphasizes personal and corporate values, learning outcomes, technological development, and an integrated curriculum.

In order to accomplish these emphases, the curriculum of the Fast-Track MBA[®] incorporates utilization of a laptop computer encouraging technological integration of people and ideas through internet and intranet connections, the New Venture Project providing an opportunity for curricular integration through the development of an entrepreneurial business plan, and the Executive Seminars offering regular supracurricular learning experiences in an abbreviated conference format.

Five contemporary themes are found in all coursework in the program: a global outlook, team building, effective communication, environmental concerns, and ethical considerations. It is in that final theme of ethics that Eastern College sees its distinctive, both as an institution and an MBA program. A holistic commitment to the Judeo-Christian ethical concept of

[®] Registered in U.S. Patent and Trademark Office.

shalom, peace with justice, is pervasive in all that is taught throughout the program. Men and women who are committed to peace with justice will be those ready to confront the moral challenges of the next century, as individuals and within a team, in the local arena as well as globally.

ADMISSION REQUIREMENTS

The minimum requirements for admission to the program are:

- *A baccalaureate degree from an accredited college or university*
- *An undergraduate cumulative grade point average of 2.5 or above*
- *Five years full-time professional work experience including significant supervisory and leadership responsibilities (or three years of such work post-baccalaureate)*
- *Undergraduate and/or postbaccalaureate course work in both qualitative and quantitative subject areas sufficient to provide foundational skills for courses within the program*

APPLICATION PROCESS

1. Sign up for an information session where you will receive an application package.
2. Submit your application along with:
 - *A professional resume indicating your full work history*
 - *Two letters of nomination — at least one from an employer or mentor — indicating your ability to pursue graduate studies in the field of business administration*

- *An official transcript from the college or university which granted your bachelor's degree*
- *A \$35.00 application fee*
- *Two 500 word essays:*
 - a) *One discussing how the Fast-Track program will relate to your professional goals*
 - b) *One describing your role in a significant professional or organizational accomplishment*

3. If your native language is not English, submit your score from the Test of English as a Foreign Language (TOEFL). (Non-native English speakers also must take the Comprehension of English Language Test upon entering the MBA program.)

During the admissions process we will give special consideration to:

- *Your potential to successfully complete rigorous academic requirements and contribute to highly interactive, intense classroom experience.*
- *Your motivation for pursuing the Fast-Track MBA® degree as indicated in the essay portion of your application, your letters of nomination, and — when requested — a personal interview.*

- *Your leadership ability based on performance in the workplace, the classroom and your community.*

PROVISIONAL ADMISSION

Provisional admission is a temporary classification in which an applicant to the Fast-Track MBA® may remain for a “period” of six credits. If the deficiencies that caused the provisional admission are not corrected by the end of this period, the student may be dropped from the program.

POST MBA DEGREE COURSEWORK

Students who have completed the Fast-Track MBA® Program are permitted to add a three-course concentration to their degree under the concentration guidelines delineated for the Global MBA. A request for matriculation must be made to the Graduate Admissions Office, to be reviewed by the Chair of the Business Department. Concentration courses will be recorded on the student's transcript by the Registrar.

For more information on the Eastern College Fast-Track MBA® program, please call 610-341-1700 or 800-732-7669.

FAST-TRACK MBA[®] HEALTH ADMINISTRATION

HISTORY AND PHILOSOPHY

The health care industry continues to undergo a number of drastic changes including the privatization of hospitals and the merger of major health care providers with the development of large health care systems. These changes have had a dynamic impact on health care professionals. Health care is no longer merely a service industry, it is big business. The need for continuing education to update and upgrade skills is a necessity in an increasingly competitive environment. However, the education provided must be just as dynamic

in providing a curriculum that is designed to effectively accommodate the working adult student in an instructional process related to real-world problem solving.

The Eastern College master's degree program in health administration recently under-

went a complete review, with the result being a significant change in the delivery method. The Fast-Track program with which Eastern College has effectively educated MBA students for more than five years was applied to the health administration degree. The curriculum seeks to produce graduates who are team-oriented, cross-functional, collaborative,

“Clearly, the most significant aspect of Eastern College is its faculty, especially those teaching in the health administration program.”

Jim Iannuzzi, MBA graduate



and flexible. A cohort of fifteen to twenty students move together through a curriculum that is intense, accelerated, and sequential. They take a series of courses that provide a catalyst for adult learning by combining existing knowledge with that of the textbooks, the course materials, the instructor, and colleagues. The emphasis in all course content is the immediate application of that content to the workplace. Instructors, who are experienced working professionals and at the same time qualified teachers, are prepared to facilitate the integration of learning within the cohort and toward the workplace.

MBA IN HEALTH ADMINISTRATION

The degree program in MBA Health Administration focuses on the management of health care institutions. This 36 credit program addresses the business issues and problems unique to hospitals and other health-related institutions and businesses. It seeks to make the student aware of the interaction and interdependence of health administration with the fields of economics, marketing, government, and the social sciences. The program is designed for those who desire career flexibility and thus benefit from a degree that is multidisciplinary in nature.

FAST-TRACK MBA® HEALTH ADMINISTRATION**CREDITS*****Term One***

MNGT 500	<i>Principles of Continuous Education</i>	0
	<i>Foundations: Computer Literacy</i>	0
BUSA 590	<i>Organization of the Health Care System</i>	3
	<i>Foundations: Statistics</i>	0
	<i>Foundations: Economics</i>	0
BUSA 699	<i>Essentials of Managed Health Care</i>	3
ECON 522	<i>Health Care Economics</i>	3
	<i>Foundations: Accounting</i>	0
	<i>Foundations: Finance</i>	0

Term Two

BUSA 519	<i>Financial Management of Health Care Institutions</i>	3
BUSA 697	<i>Medical Ethics</i>	3
BUSA 541	<i>Human Resources Management</i>	3

Term Three

BUSA 698	<i>Health Care Law</i>	3
BUSA 695	<i>Aging and Long-Term Health Issues</i>	3
BUSA 692	<i>Health Care Management and Policies</i>	3

Term Four

ACCT 524	<i>Managerial Accounting for Health Care Institutions</i>	3
BUSA 532	<i>Marketing Research in Health Care</i>	3
BUSA 694	<i>Field Research Project and Thesis</i>	3

TOTAL CREDITS 36

BUSINESS FACULTY PROFILES



MARK HALSEY

Chair,
Business Department

MARK HALSEY, director of Eastern's nonprofit programs, was a director with two national management consulting firms prior to coming to Eastern.

At Eastern, Halsey developed and gained accreditation for the MS in Health Services Management, and was the driving force behind the Nonprofit Management Program—one of less than 20 such programs in the nation. Halsey's teaching interests include organizational behavior, and business and nonprofit strategic planning.

Halsey has lectured at or founded business institutes in South Africa, Kazakhstan, Vietnam and Bolivia.

He earned his MBA from the University of Georgia, and is pursuing his PhD in health policy at the University of Maryland.



LINWOOD T. GEIGER

Faculty Emeritus

LINWOOD GEIGER is distinguished professor of economics and director of international business programs. He has received three Fulbright scholarships to teach and do research in China, particularly in the area of economic development. During the 1991-92 academic year, he served as visiting professor at Beijing Public Affairs College. He went as a scholar but also as an economic development advisor, based on 25 years of experience in the business world.

Dr. Geiger helped start and is currently directing a values-based MBA program, which includes textbooks developed by Russian and American faculty, at several Russian universities. He and the faculty team that worked in Russia are developing an MBA in Chinese universities. He was instrumental in founding the Lithuania Christian College business program.

He earned his BA at the University of Pennsylvania, an MBA at Drexel University, and his PhD at Temple University.



JACK BOWER

JACK BOWER is a Certified Public Accountant and a former controller with an MBA from Widener University. He earned a Master's of Taxation from Villanova University and a PhD from Warsaw School of Economics in Poland, where he served as consultant to the Polish government on tax reform. He is currently serving his second 6-year term as Chair of the Upper Merion Township Board of Auditors.

Dr. Bower has worked with Tony Campolo on several projects as well as directed the inner-city education ministry of his church. He currently serves as auditor and consultant for several U.S. economic development organizations.



KERK BURBANK

AFTER GRADUATING from Yale, Kershaw Burbank, Jr. spent five years with Procter & Gamble. Then he joined a public relations firm he eventually took over.

Meeting Jesus Christ in 1976 redirected, but did not diminish, his productivity. Under the auspices of the Episcopal Church he built a regional development organization for the Diocese of East Kenya in Africa. After earning a graduate degree at Cornell University, he returned to Africa as a management consultant to churches and Christian organizations. He currently occupies the Templeton Chair in Christian Service through Entrepreneurship at Eastern. Among his top priorities is the spiritual formation of students. Kerk Burbank completed his doctoral studies at the University of East Anglia in Norwich, England.



TONY CAMPOLO

TONY CAMPOLO, professor of sociology, has taught at Eastern for over 25 years. He is founder of the Evangelical Association for the Promotion of Education (EAPE), an ecumenical Christian organization based in Philadelphia which provides financial and technical support to projects in urban America and around the world. In the Dominican Republic, EAPE helped found the Technical University of the South in Azua and the National Evangelical University in Santiago.

Dr. Campolo is an internationally known speaker in great demand on college campuses, at business conferences, and youth retreats. He is co-pastor of an inner-city Philadelphia church. The author of over 25 books, Tony Campolo is host of a radio program for youth and the co-host of a syndicated TV program on the Faith and Values Channel.

Tony Campolo is a graduate of Eastern College and earned his theological degree from Eastern Baptist Theological Seminary. He completed his doctorate in sociology at Temple University.



NATHAN CORBITT

J. NATHAN CORBITT is tenured professor of communications and music at Eastern College where he has chaired the department of communications arts for the past seven years. Dr. Corbitt writes, speaks and consults on a number of cross-cultural issues for nonprofit and overseas missions and educational institutions; and for business and nonprofit personnel as a professional coach.

He is the author of The Global Awareness Profile, a self-awareness inventory and training manual designed to foster global perspectives and intercultural sensitivity. His recent book, The Sound of the Harvest: Music's Mission in Church and Culture, is an integrative blend of music, communications and missions theory.

Dr. Corbitt graduated from The Southern Baptist Theological Seminary and received his doctor of musical arts degree from Southwestern Baptist Theological in 1985.



TOM DAHLSTROM

TOM DAHLSTROM has worked in both academia and business since the 1970s, but his first love is the classroom, where his skills earned him the Lindback Award for Excellence in Teaching at Eastern. He has also served as the first Director of Eastern's MBA in Economic Development Program.

Dahlstrom holds a BS from Illinois State University and an MBA from Oral Roberts University. Through his participation in the Christian Business Faculty Association as well as numerous seminars on the integration of faith and business, Dahlstrom demonstrates how belief in Jesus Christ must permeate all aspects of life—including the quantitative side of business.



MICHELLE M. DONOVAN

Currently the coordinator of Eastern College's Fast-Track Health MBA/MS Programs, Michelle Donovan's health care experience began with a part-time job in a group home while in college. She knew then that she wanted to use her nutrition knowledge to help those less fortunate. Providing care to the elderly and the developmentally disabled has enabled Ms. Donovan to learn about the inconsistencies in today's health care system. She has gained experience in the clinical and management arenas in her past positions as Clinical Nutritionist, Assistant Food Service Director, and Clinical Research Assistant. Through her consulting business, she continues to help those who initially led her to health care. Ms. Donovan is driven by a desire to see that health care remains, for all people, a right and not a privilege. She earned her BS degree from Penn State University and her MS degree from Texas A&M University, where she also did her dietetic internship. Ms. Donovan has been a Registered Dietitian since 1992.



J. SAMUEL ESCOBAR

J. SAMUEL ESCOBAR (a faculty member at Eastern Baptist Theological Seminary) believes that Eastern College graduate students represent a new generation of Christian missionaries with a holistic approach to mission.

A leading Latin American missiologist, he brings to the classroom 26 years of experience training church leaders in his native Peru and in Argentina, Brazil, Spain and Canada.

Dr. Escobar's primary role at the graduate school is to help students consider Christian mission in the context of economic justice.

He earned his BA and MA at Universidad Nacional Mayor de San Marcos and his PhD at Universidad Complutense de Madrid.



ELOISE MENESES

ELOISE MENESES, assistant professor of cultural anthropology, spent much of her childhood in India, which awakened her desire to understand and explain cultural differences. She has conducted several studies of the South Indian marketplace, examining the strategies and ethics of business dealings. Dr. Menezes is co-author with her father, Paul G. Hiebert, of the book Incarnational Ministries, published by Baker Book House.

Dr. Menezes has developed strong ties to the Mennonite Central Committee and served on its U.S. board. She earned her BA at the University of Washington, and her MA and PhD at the University of California at San Diego.



CYNTHIA MOULTRIE

CYNTHIA A. MOULTRIE is director of Eastern's Economic Development Program. Before coming to Eastern, Cynthia was the Regional Director of the Lutheran Children and Family Service. For eight years she was a key leader in the development of a social ministry organization that grew from a single office with a budget of four million to seven offices and a budget of eight million. For the first four years of this period, Cynthia was the Fiscal Director; during the last four years, she was the Regional Director for the offices located in Delaware County, West and South Philadelphia. Cynthia has developed a MicroEnterprise program that has received federal funding for six years and is about to receive another three-year grant.

Cynthia holds the BA in English literature from Lincoln University and the MA in organization development from Antioch University. She is on the Church Council of Christian Lutheran Community Church and serves on a number of boards and committees.

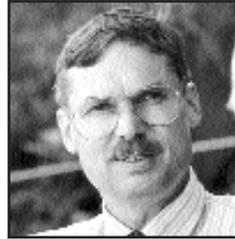


RONALD SIDER

IT WAS SIDER'S CONCERN about a lack of balance in the evangelical world between evangelism and social witness that led to the formation of Evangelicals for Social Action in 1973. Today, Sider serves as ESA's executive director.

Sider (a faculty member from Eastern Baptist Theological Seminary) brings his pursuit of balance to the classroom as well. Believing that the church has by and large adopted secular models of economic thought, he helps students uncover the economic themes of Scripture, themes that tend to give perspective to extremist economic views.

Dr. Sider earned his master's degree and PhD at Yale University.



JOHN STAPLEFORD

DR. STAPLEFORD came to Eastern in 1995 as the director of graduate business programs and chair of the undergraduate business department. He is now associate professor of economic development. From 1982-1995, Dr. Stapleford was the director of the Bureau of Economic Research at the University of Delaware and taught in the college of business and economics at the University.

He was co-founder of the Delaware Small Business Development Center. Before assuming this leadership role at Eastern, Dr. Stapleford taught here as an adjunct professor. He earned his master's degree in government planning from Southern Illinois University and his PhD in urban/regional economics from the University of Delaware.



SHERRIE STEINER-AESCHLIMAN

SHERRIE STEINER-AESCHLIMAN is visiting assistant professor of sociology at Eastern College. For over ten years, she worked with World Christian magazine, a student student activist nonprofit organization, in various positions including publisher and editor of the summer readers. She has been a part of several urban Christian communities including the Harambee Center of Northwest Pasadena, California.

Sherrie has recently worked with Target Earth, a Christian environmental nonprofit organization whose mission is "serving the Earth, serving the poor." She was awarded the 1999 James F. Short, Jr. Research Award from Washington State University for her recent work in sociology of religion.

Sherrie earned her BA in biology at Westmont College and her MA and PhD in sociology at Washington State University.



DAVID UNANDER

DAVID UNANDER began his scientific career as a plant breeder, studying both genetics and agronomy/agricultural ecology. He worked for several years in agricultural research at the University of Puerto Rico, focusing on disease resistance and harvest quality in several crops. Subsequently, he was part of a natural products research group at the Fox Chase Cancer Center in Philadelphia, studying tropical plants possibly possessing novel antiviral properties.

Dr. Unander has served as a trustee on the boards of several Christian missions that focus on sustainable community development, and frequently travels to Latin American countries. He teaches in our graduate economic development program, and coordinates our distance learning site in Peru. Two of his most popular electives are Medical Botany, and Tropical Ecology (in Puerto Rico).

ADJUNCT FACULTY



VAN WEIGEL

VAN WEIGEL'S recent book, *Earth Cancer* (1995), and earlier work, *A Unified Theory of Global Development* (1989), argue that economic development can be understood only from a multidisciplinary framework, drawing upon the resources of ecology, political theory, ethics, economics, anthropology and other disciplines.

Recipient of the 1991 Lindback Award for Distinguished Teaching, Dr. Weigel has participated in the development of a business ethics curriculum for several Russian universities and has recently led seminars on ethics and economic development in Vietnam. He is also the director of Eastern's Center for Innovation in Community Development, an initiative focused on utilizing computer technology as a tool for community development.

He earned his BA at Oral Roberts University, an MDiv at Eastern Baptist Theological Seminary, and PhD at the University of Chicago.

LOUIS BECCARIA

PhD, University of Delaware

PETER BRAUMAN

MBA, LaSalle University

WENDY CORBIN

MA, Denver Seminary

HARRY DORIAN

JD, Syracuse University

KURT EBNER

MBA, Drexel University

MARY JO JONES

MBA, University of Evansville

STEPHEN KAMP

MBA, Harvard Business School

DONALD KELLY

LLB, Harvard University

WILLIAM KNAPP

PhD, University of Pennsylvania

ROBERT LINTHICUM

DMin, San Francisco Theological Seminary

ROBIN LOWERY

MBA, Eastern College

ROBERT LUPTON

PhD, University of Georgia

DOREEN MCGILLIS

MBA, Drexel University

PATRICIA MORGAN

MBA, Eastern College

PATRICIA NELSON

EdD, Nova University

GARY WHITE

MS, University of Pennsylvania



Counseling Programs

MASTER OF ARTS IN COUNSELING

*Concentrations in Community/Clinical Counseling
and Marriage and Family Counseling*

HISTORY AND PHILOSOPHY

The Master of Arts in Counseling Program at Eastern College teaches students to become powerful agents of healing and growth in a world of hurting people. What makes Eastern College's curriculum distinctive is a very strong clinical approach combined with an emphasis on teaching and learning from a Christian perspective. We believe that a skilled counselor practicing from a Christian perspective is in a unique position to help struggling people in a wholistic manner, an approach which many other programs lack.

From the moment students begin our program they discover a fascinating world—the world inside their own hearts. Working on “*who we are*” is emphasized as much as “*what we know*” because the work of a counselor is often an outgrowth of his or her own personal growth and journey. Papers are written linking classroom concepts to students' own personal journeys. Students participate in a group therapy experience and are encouraged to receive their own professional psychotherapy. Students tell us over and over how much they have grown through the pro-

gram. This process helps to make students more powerful change agents with those they are seeking to help.

Along with personal growth and counseling concepts, students receive intensive skills training. Our faculty / student ratios are appropriately low in all skills and internship classes in order to give close personal attention to students as they learn to apply counseling concepts to a diverse client population.

While exposed to a variety of models of counseling and intervention strategies, the *Community/Clinical* concentration focuses mainly on helping students learn how to promote deep change using a model that integrates insights from theology, counseling, and psychology.

In the new *Marriage and Family* concentration, students learn how to help troubled couples and families learn to communicate more effectively, resolve differences and build satisfying and nurturing relationships with one another. While students are not currently being accepted to the Student Development Concentration, students will be able to take elective courses in the focus area.

OBJECTIVES

The MA Counseling curriculum will teach students:

- *Key theories of counseling and psychotherapy;*
- *Effective methods for promoting psychological, interpersonal and spiritual well-being from a Christian perspective;*
- *To understand the best practices in each content area, based on research and clinical experience;*
- *To understand cultural and gender differences which can affect the counseling relationship;*
- *Skills to work with a variety of groups to promote healing and growth;*
- *Skills necessary to understand and apply research methods.*

CONCENTRATION IN COMMUNITY/CLINICAL COUNSELING

Eastern College's Counseling Program has developed an innovative model of psychotherapy which integrates Christian faith principles with psychodynamic and cognitive behavioral counseling theories in order to promote deep change. Students will learn techniques of brief therapy with crisis situations and other issues that can be resolved readily. Broad exposure is also provided to a full range of concepts

and skills necessary for the professional practice of counseling. However, the major emphasis in the program is on helping clients resolve their core or “heart” issues. The program is competency based with very low faculty / student ratios in technique and internship courses in order to provide the close personal attention needed to promote skill development.

The learning experience culminates in a supervised internship in an appropriate community / clinical setting for two full semesters. It includes experiences that provide a broad understanding of the nature and needs of individuals at all developmental levels, of normal and abnormal behavior, of personality formation and functioning, the *DSM IV*, and of offering counseling interventions in today's multi-cultural and managed care world. Students are encouraged to extend their therapeutic insights into a variety of settings and to make a difference in the world.

Students are also taught how to build a sustainable and effective practice. The community / clinical concentration is the initial step in the preparation of students to become nationally certified counselors, since the degree requirements match the content requirements for certification stipulated by the National Board of Certified Counselors (NBCC).

CONCENTRATION IN MARRIAGE AND FAMILY COUNSELING

The new marriage and family concentration seeks to equip students to work therapeutically with couples and families through an integrative model which encompasses both psy-

chological and Christian thinking. This concentration will focus on the growth and development of skilled marriage and family counselors who will understand the importance and value of both marriages and families to the church, to the community, and to the larger culture. The Marriage and Family concentration is designed to give academic instruction and clinical experience in the following areas: theoretical foundations of marriage and family therapy; the assessment and treatment of marriage, family and child dysfunction; human development; professional ethics and law; supervised practicum and clinical

internship experiences. Students will also have the opportunity to better understand and possibly resolve some of their own family of origin issues. Self exploration and family journeying may be one of the most helpful aspects of the program, leading students closer to a sense of wholeness and professional competence. Cultural and ethnic differences among families will be explored in order to develop skills in working with culturally diverse clients. This concentration will provide the first step for students seeking professional licensure as "Licensed Marriage and Family Therapists" in New Jersey and Delaware.

FOCUS ON STUDENT DEVELOPMENT

These courses focus on the implications of human development issues for counseling/psychotherapy and, more particularly, the profession of college student affairs. By understanding adult development and ways in which development is influenced by the various contexts in which it occurs, counselors and student affairs practitioners can more

effectively assess and treat functioning that is problematic. These courses educate students to think developmentally, to use counseling skills to enhance personal growth rather than focusing on pathology, and to design programs and interventions emphasizing values and character development, as well as psychosocial and spiritual development.

MA IN COUNSELING MARRIAGE AND FAMILY CONCENTRATION CURRICULUM

Prerequisite: 9 credit hours in psychology

REQUIRED COURSES (42 Credits)

- CO 501 *Introduction of Counseling Theory and Practice*
- CO 502 *Techniques of Counseling*
- CO 509 *Perspectives on Personality*
- CO 510 *Marriage and Family Theory and Therapy*
- CO 512 *Seminar in Developmental Psychology* —OR—
CO 532 *Adolescent Development*
- CO 513 *Psychology of Group Dynamics*
- CO 518 *Psychopathology*
- CO 531 *Substance Abuse and Crisis Intervention Counseling*
- CO 605 *Research Design/Statistics*
- CO 610 *Practicum in Marriage and Family Theory and Therapy*
- CO 650 *Dynamics of Sex Therapy*
- CO 653 *Approaches to Christian Counseling*
- CO 677 *Internship in Marriage and Family Therapy I*
- CO 678 *Internship in Marriage and Family Therapy II*

ELECTIVES: CHOOSE TWO (6 Credits)

- CO 504 *Faith Development and Spiritual Formation*
- CO 507 *Groups for Children and Adolescents*
- CO 508 *Career Development Theory and Practice*
- CO 511 *Psychological Testing*
- CO 523 *Discipleship, Spiritual Formation and Social Change*
- CO 526 *Behavior Management Strategies*
- CO 527 *Psychology of Human Differences*
- CO 601 *Counseling Children*
- CO 612 *Practicum in Psychotherapy*

TOTAL: 48 CREDITS

MA IN COUNSELING COMMUNITY/CLINICAL CONCENTRATION CURRICULUM

Prerequisite: 9 credit hours in psychology

REQUIRED COURSES (42 Credits)

- CO 501 *Introduction of Counseling Theory and Practice*
- CO 502 *Techniques of Counseling*
- CO 508 *Career Development Theory and Practice*
- CO 509 *Perspectives on Personality*
- CO 511 *Psychological Testing*
- CO 513 *Psychology of Group Dynamics*
- CO 518 *Psychopathology*
- CO 527 *Psychology of Human Differences*
- CO 531 *Substance Abuse and Crisis Intervention Counseling*
- CO 605 *Research Design/Statistics*
- CO 612 *Practicum in Psychotherapy*
- CO 653 *Approaches to Christian Counseling*
- CO 675 *Internship and Seminar I*
- CO 676 *Internship and Seminar II*

ELECTIVES: CHOOSE TWO (6 Credits)

- CO 504 *Faith Development and Spiritual Formation*
- CO 507 *Groups for Children and Adolescents*
- CO 510 *Marriage and Family Theory and Therapy*
- *CO 512 *Seminar in Developmental Psychology*
- CO 523 *Discipleship, Spiritual Formation and Social Change*
- CO 526 *Behavior Management Strategies*
- CO 532 *Adolescent Development*
- CO 601 *Counseling Children*
- CO 610 *Practicum in Marriage and Family Therapy*
- CO 650 *Dynamics of Sex Therapy*

TOTAL: 48 CREDITS

** For NBCC Certification (National Board of Certified Counselors) you will need one developmental course as an elective (CO 512 or 532). For licensure in New Jersey and Delaware, students will need to take 60 credits. In Pennsylvania, although licensure is not yet available, the proposed licensure legislation also requires 60 credit hours. We therefore advise all students to plan on taking 60 credits.*

MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY

School Psychology Certification

MS IN SCHOOL PSYCHOLOGY

Prerequisite: 12 credit hours in psychology

SCHOOL PSYCHOLOGY REQUIRED COURSES

- CO 501 *Introduction to Counseling Theory and Practice*
- CO 502 *Techniques in Counseling*
- CO 503 *Psychology of Special Education*
- CO 507 *Groups for Children and Adolescents*
- CO 509 *Perspectives on Personality*
- CO 512 *Developmental Psychology*
- CO 514 *Organization and Administration of Pupil Personnel Services K-12*
- CO 518 *Psychopathology*
- CO 526 *Behavior Management Strategies*
- CO 531 *Substance Abuse and Crisis Intervention Counseling*
- CO 605 *Research Design/Statistics*
- CO 615 *Administration and Interpretation of Intelligence Tests*
- CO 616 *Psycho-Educational Assessment: Learning and Achievement*
- CO 623 *Administration and Interpretation of Personality Tests*
- CO 627 *Practicum in School Psychology*
- CO 628 *School Psychology Internship I*
- CO 629 *School Psychology Internship II*

TOTAL: 51 CREDITS

HISTORY AND PHILOSOPHY

The school psychologist integrates psychology into the practice of education. As a scientist-practitioner, the school psychologist's role requires skill and expertise in assessment, learning theory, social/emotional and behavioral functioning, consultation, group processes and organizational structures.

The school psychologist is instrumental in assessing individuals in order to develop appropriate interventions. These include special education services; evaluating the results of school-wide assessment for program development; consulting with staff at both the individual and system levels; functioning as a team member (multi-disciplinary,

individual education planning, student assistance, instructional support); counseling individuals and groups; coordinating services between the school and other agencies; and serving as an advocate for the child, the family, and the educational community to assure that the educational and emotional needs of all are best served.

Eastern College prepares school psychologists to meet the needs of a diverse student population with skill, sensitivity, and a sense of service based on Christian values.

OBJECTIVES

The MS in School Psychology program seeks to:

- *encourage both spiritual and personal growth throughout the program;*
- *provide an understanding of social, emotional, psychological and behavioral issues frequently addressed by school personnel;*
- *become familiar with the professional role and functions of the contemporary school psychologist along with contemporary legal and ethical issues.*
- *develop skills and expertise in test administration, interpretation and functional assessment;*

— equip students with strategies and skills needed to serve as consultants for teachers, counselors, administrators and parents;

— provide an understanding of various theories of counseling from both a philosophical and a Christian perspective;

— develop skills in individual, group and crisis counseling as well as an understanding of referral resources and procedures;

— develop sensitivity to multicultural and gender issues involved in both counseling and assessment;

— develop skills needed to understand and evaluate statistical concepts and research design methods.

Pennsylvania Department of Education Certification

School Psychology

MASTER'S DEGREE STUDENTS

Students who complete Eastern College's MS program in School Psychology will have also completed the requirements for certification in Pennsylvania. Students who desire certification are responsible for completing the approved course of study and must be recommended by the department to the Pennsylvania Department of Education. This recommendation will be based upon the student's adherence to the standards of conduct of Eastern

College, as well as the student's successful completion of academic requirements.

CERTIFICATION ONLY STUDENTS

A student who already has a master's degree in a closely related field may be admitted to Eastern College for *certification only* in the field of school psychology. Students seeking certification only must apply through the graduate admissions office to have their transcripts reviewed for course equivalencies. Individual programs of study leading to certification are developed in consultation with a designated faculty member. Students should plan to provide a list of courses completed which match required

courses, as well as supporting documents such as transcripts, course syllabi and catalog descriptions. All content areas outlined as part of the MS program in School Psychology are required in order to meet certification requirements.

Note: Refer to see the listing on page 43 (Education section) for PA Department of Education certification options.

MASTER OF ARTS IN SCHOOL COUNSELING

*Concentrations in Elementary and Secondary School
Counseling; School Counseling Certification*

HISTORY AND PHILOSOPHY

Elementary and secondary counselors are integral members of the school community. Their focus is that of a student advocate; but counselors also provide a variety of services to faculty, administration and parents, while serving as specialists involved with the student. With a strong background in human growth and development, communication and conflict resolution skills and vocational/career counseling, the school counselor is able to facilitate change in order to create a positive environment for students.

Counselors may provide individual and group counseling, classroom guidance, career counseling or college placement assistance, as well as function as members of the multi-disciplinary school team. Counselors help to promote understanding and acceptance of individual and

group differences and are frequently sought out to assist in conflict resolution.

Developing short-term, behavioral and skill-based support for students is an important part of the school counselor's responsibilities. When a referral for continued counseling is needed, the counselor is often involved in the referral process

***"Eastern's sense of community
fostered strong personal
relationships with my
classmates and professors."***

Heidi Birtwistle, Educational Counseling graduate



to outside agencies. Crisis intervention and drug abuse counseling may also be provided by the school counselor. Eastern College prepares school counselors to meet the needs of a diverse student population with skill, sensitivity and a sense of service based on Christian values.

OBJECTIVES

The MA in School Counseling program seeks to:

- encourage both spiritual and personal growth throughout the program;*
- develop skills in individual, group and crisis counseling as well as an understanding of referral resources and procedures;*
- provide an understanding of various theories of counseling from both a philosophical as well as a Christian perspective;*
- develop an understanding of test administration and interpretation;*
- provide an understanding of social, emotional, psychological and behavioral issues frequently addressed by school personnel;*
- equip the student with strategies and skills needed to serve as a consultant for teachers, administrators and parents;*
- develop skills needed to understand and evaluate statistical concepts and research design methods;*
- develop sensitivity to multicultural and gender issues involved in both counseling and assessment;*
- become familiar with the professional role and functions of the contemporary school counselor along with current legal and ethical issues.*

*Pennsylvania
Department of
Education Certification*

*School Counseling
Elementary*

*School Counseling
Secondary*

MASTER'S DEGREE STUDENTS

Students who complete Eastern College's MA program in School Counseling will have also completed the requirements for certification in Pennsylvania. Students who desire certification are responsible for completing the approved course of study and must be recommended by the department to the Pennsylvania Department of Education. This recommendation will be based upon the student's adherence to the standards of conduct of Eastern College, as well as the student's successful completion of academic requirements.

CERTIFICATION ONLY STUDENTS

A student who already has a master's degree in a closely related field may be admitted to Eastern College for *certification only* in the field of school counseling (elementary or secondary). Students seeking certification only must apply through the graduate admissions office to have their transcripts reviewed for course equivalencies. Individual programs of study leading to certification are developed in consultation with a designated faculty member. Students should plan to provide a list of courses completed which match required courses, as well as supporting documents such as transcripts, course syllabi and catalog descriptions. All content areas outlined as part of the MA program in School Counseling are required in order to meet certification requirements.

Note: Refer to the listing on pages 43 (Education section) for PA Department of Education certification options.

MA IN SCHOOL COUNSELING

Prerequisite: 9 credit hours in psychology and/or education

SCHOOL COUNSELING CORE COURSES (36 credits)

- CO 501 *Introduction to Counseling Theory and Practice*
- CO 503 *Psychology of Special Education*
- CO 507 *Groups for Children and Adolescents*
- CO 508 *Career Development Theory and Practice*
- CO 511 *Psychological Testing*
- CO 514 *Organization and Administration of Pupil Personnel Services K-12*
- CO 518 *Psychopathology*
- CO 519 *Fundamentals of School Counseling*
- CO 526 *Behavior Management Strategies*
- CO 527 *Psychology of Human Differences*
- CO 531 *Substance Abuse and Crisis Intervention Counseling*
- CO 605 *Research Design/Statistics*

ELEMENTARY COUNSELOR CONCENTRATION (12 credits)

- CO 512 *Developmental Psychology*
- CO 601 *Counseling Children*
- CO 634 *School Counseling Pre-Practicum*
- CO 635 *Elementary School Counseling Practicum*

SECONDARY COUNSELOR CONCENTRATION (12 credits)

- CO 502 *Techniques in Counseling*
- CO 532 *Adolescent Development*
- CO 634 *School Counseling Pre-Practicum*
- CO 637 *Secondary School Counseling Practicum*

TOTAL: 48 CREDITS

COUNSELING FACULTY PROFILES



SHELDON NIX

*Chair of Graduate
Counseling Department*

DR. NIX, assistant professor of counseling, earned his master of social work degree at Hunter College School of Social Work in New York and his PhD in counseling psychology at Michigan State University. Dr. Nix has conducted counseling and psychotherapy in a variety of settings, and has served on the faculty at two other institutions prior to coming to Eastern. He also served as the national director for Black Campus Ministries (InterVarsity Christian Fellowship).

*Dr. Nix is the author of *Preparing Boys for Manhood* and two other books on men's issues, and conducts seminars nationally for pastors and laymen on ministry to boys and men.*



DOLORES MCCABE

DR. MCCABE is assistant professor of counseling and social justice and serves as assistant to the provost for multicultural concerns. Her teaching experience includes courses and workshops at Temple University, Widener College, West Chester University, Antioch University, ABC Educational Ministries, and the Pennsylvania Association for Counseling and Development.

She came to Eastern College in 1977 as assistant dean of students and associate director of the Cushing Center for Counseling and Academic Support (CCAS). Within a few years, she was promoted to associate dean of students and the director of CCAS. Dr. McCabe earned a master of divinity and doctor of ministry in marriage and family counseling at Eastern Baptist Theological Seminary. She studied Jungian psychology at the Jungian Institute in Switzerland.



MICHELE NOVOTNI

DR. NOVOTNI, assistant professor of counseling, is a licensed psychologist, a certified school psychologist, and a certified elementary and secondary school counselor. She earned her BA from Widener University, her MEd and EdS from Georgia Southern University, and her PhD in counseling psychology from the University of Mississippi.

*Dr. Novotni has worked as an educator, consultant, behavior management specialist, director of the Special Needs Program at Elwyn Institutes, and as a psychologist in a Christian counseling center. Dr. Novotni's special area of interest is attention deficit disorder. She has co-authored *Attention Deficit Disorder: A Reader Friendly Guide*.*

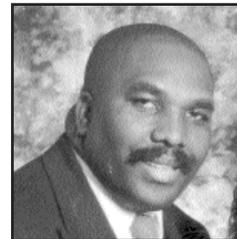


LINDA W. TAYLOR

DR. TAYLOR is coordinator of the MS in School Psychology and the MA in School Counseling Programs at Eastern College. Dr. Taylor is a licensed psychologist and a certified school psychologist. She received her PhD from Bryn Mawr College.

Dr. Taylor has worked as a teacher, school and clinical psychologist, counselor and consultant in public and private schools, and as a psychologist and counselor for adolescents and young adults in college, residential and hospital settings. She has taught at Bryn Mawr, Franklin and Marshall, and Cabrini Colleges.

Dr. Taylor maintains a school and clinical practice at the Child Study Institute in Bryn Mawr, where she specializes in the assessment and counseling of children and adolescents with learning and emotional difficulties, and in academic and career counseling and guidance for adolescents and adults. She is the immediate past president of the School Division of the Pennsylvania Psychological Association (PPA). She is currently a member of the statewide Continuing Education Committee of PPA.



RANDOLPH WALTERS

RANDOLPH WALTERS, assistant professor of counseling, holds a BA and Diploma in education from the University of the West Indies. He earned his master's in community clinical counseling from Eastern College and a master's in theological studies from Eastern Baptist Theological Seminary.

Walters also attended leadership training in Singapore and is currently pursuing a doctorate in clinical psychology at Immaculata College. He has 20 years experience teaching both at the high school and college level and over 12 years experience providing individual, family and group counseling. He has worked as an educator, pastor, consultant and administrator. He is a field instructor for the Philadelphia Community College.

He conducts seminars and workshops on various issues pertaining to human growth and development. His areas of special interest include men's psychological development, gender issues, relationship and identity issues, marriage and family therapy, psychological wounds and personality development, methods of self actualization, and integration of theology with psychology and the counseling process.



GWEN WHITE

Ms. WHITE, is Instructor of Counseling. She earned her BA along with a Secondary Teaching Certificate at the University of California, Riverside and her MA in Counseling from Eastern College. Ms. White has over twenty years experience in teaching, pastoral counseling and church planting projects. Prior to coming to Eastern College she served on the staff of Young Life International. Ms. White also operates a private clinical practice in Philadelphia, PA.

Along with teaching clinical courses, Ms. White works closely with students in the Graduate Counseling Program to assist in their development, and gives information in course planning and internship issues. Currently, she is a PsyD candidate at Immaculata College.



MARY STEWART VAN LEEUWEN

DR. VAN LEEUWEN, professor of psychology and philosophy, is scholar-in-residence for the Hestenes Center for Christian Women in Leadership. She has taught psychology at York University, Calvin College and Regent College. She earned her MA and PhD degrees from Northwestern University.

Her interests focus on cross-cultural psychology and the psychology of gender. Her publications include two award-winning books, *Gender and Grace* and *The Person in Psychology*. Other books to which she has contributed chapters and editorial expertise include *Faith, Feminism, and Families* and *After Eden: Facing The Challenge of Gender Reconciliation*.

She was the 1993 recipient of the Distinguished Psychologist Award from the Christian Association for Psychological Studies.

ADJUNCT FACULTY

CYNTHIA CALLA
MA, Villanova University
PsyD Candidate,
Immaculata College

LISA HEMLICK
PhD, The Pennsylvania
State University

PAM JESTEN
MA, Villanova University

CHARLES LAMBERT
PhD, Temple University
President, PA School
Psychological Association

WADE LUQUET
MSW, Tulane University
PhD Candidate, Union
Institute

JOSEPH MODICA
PhD, Drew University

BRUCE NAYLOR
PhD, Hofstra University

RUTH PALMER
MEd, Temple University
PhD, Temple University

JAMES SCHALLER
MD, Medical College of
Pennsylvania

THOMAS WHITEMAN
PhD, Bryn Mawr College

Education Programs

MASTER OF EDUCATION IN MULTICULTURAL EDUCATION

MED IN MULTICULTURAL EDUCATION

STUDENTS MUST COMPLETE 30 CREDITS AS FOLLOWS:

EDU 500 *A Christian Perspective on the Social and Philosophical Foundations of Education*

***EDU 501** *Issues in Special Education*

***EDU 511** *Learning and Cognition*

***CO 512** *Seminar in Developmental Psychology*

EDU 512 *Teaching English as a Second Language*

EDU 517 *Multicultural Education*

EDU 521 *Statistics*

EDU 535 *Urban Education*

EDU 675 *Research Design*

ELECTIVE

TOTAL CREDITS = 30

RECOMMENDED ELECTIVES

EDU 527 *Moral Education*

EDU 531 *Computers in the Classroom*

EDU 606 *Multicultural Literacy*

LANG 510 *Linguistics*

**Students who have a teaching certificate may substitute additional certification courses or electives for the starred courses. Graduate courses must be documented on official transcripts.*

HISTORY AND PHILOSOPHY

The MEd in Multicultural Education is committed to providing quality education and instruction that will fully equip our graduates to face the challenges of the highly diverse school-age population of the United States in the coming decades.

We believe that our graduates must be prepared to make a real difference in the world by bringing about positive change in individual lives and thus in the life of the community and the nation. They must be able to

go into any type of educational setting and help create the opportunity for every child, adolescent and adult to have equal and meaningful access to an education that will enable them to participate productively in the development of our society.

As part of our Christian philosophy, we follow Jesus Christ's model in our world. He went to meet people's needs, found them where they were and made them whole persons. The emphasis on developing a multicultural perspective is evident in the attention we give to urban challenges, those with learning disabilities, the linguistically diverse and the ethnically different.

MISSION STATEMENT

The Education Department affirms the Mission Statement of Eastern College with its commitment to scholarship and teaching, scripture, the church, evangelism, justice, the world, and the community. The Education Department also subscribes to the Doctrinal Statement of Eastern College. The Master of Education in Multicultural Education has grown directly out of the commitment of the college to justice, reconciliation and Christian transformation in all arenas of life, particularly with disenfranchised populations.

OBJECTIVES

The MEd in Multicultural Education program seeks to:

- help students to integrate faith and learning into a philosophy of education which can guide them in daily activities, both personal and professional;
- enable students to understand the theoretical and research base of education;
- assist students to demonstrate sensitivity to ethnic, gender and racial diversity;
- enable graduates to provide ethical and moral leadership in professional positions within the schools;
- encourage graduates to demonstrate evidence of a continuing commitment to further professional development for themselves and their colleagues.

— enable graduates to draw from multicultural materials to develop curricula for the schools;

— enable graduates to establish an inclusive classroom climate by using the students' cultures in the teaching process.

REQUIREMENTS

Before full admission to the Multicultural Education Master and teaching certification programs, students may be required to submit scores for two Praxis Series (National Teacher Examination) Tests - General Knowledge and Communication Skills. Scores must meet current Pennsylvania requirements. Any exception to this will depend upon evaluation of experience and a personal interview.

The Multicultural Masters program was developed as a Master of Education with 30 hours of required coursework for all students. It provides advanced work in education and related fields to improve the teacher's level of competence in the American classroom and in the profession.

Candidates who can demonstrate competency in any of the required areas may, in consultation with their advisor, choose to substitute other elective courses or courses from the certification areas in order to meet the 30 credit total.

Candidates who have an Incomplete grade in a course must have their advisor's signature before they may register for the next semester. Certification can be added to

the Master of Education or taken separately, but the Pennsylvania State Department of Education standards for each certification area must be met.

Candidates who wish to be certified must follow the course of study for the certification they wish to obtain.

MASTER OF EDUCATION IN SCHOOL HEALTH SERVICES

*School Nursing Certification
Health Education Certification
Supervisor of School Health Services*

HISTORY AND PHILOSOPHY

Eastern College has offered a graduate degree in School Health Services since 1992. The Master of Education in School Health Services is committed to preparing professionals to function effectively in settings in which children and youth are served. The mission of the program is to produce outstanding health professionals who are committed to meeting the needs of a diverse population and to their holistic development.

Eastern's School Health Services program is guided by our understanding of the Christian faith, which we believe provides the basis to serve others in both school and community settings.

OBJECTIVES

The MEd in School Health Services will prepare students to:

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

PROGRAM DESCRIPTION

The Master of Education in School Health Services is a 33-credit program. Students may also seek certification in School Nursing (Education Specialist I),

School Nurse Supervisor (Supervisor I), and / or health education, K-12 (Instructional Level I) which may be completed separately or in addition to the Master of Education.

The programs provide advanced preparation in school health services and health education to improve the candidate's level of competence in the profession and in the classroom. Candidates who can demonstrate competency in any of the required areas may

choose, in consultation with their advisor, relevant elective courses in order to meet the 33-credit requirement.

PROGRAM ELIGIBILITY

Candidates for the Master of Education in School Health Services are:

- individuals who have completed an undergraduate program in a health-related field such as nutrition, community health, biology;
- individuals who have completed school nurse or health certification;
- nurses who opt for a graduate degree outside of nursing.

This program is appropriate for individuals who intend to remain in or work in a related health field, such as community and public health settings; managed care arenas, and schools. It is also appropriate for certified school nurses and health educators who are seeking a master's degree for Level II certification.

MED IN SCHOOL HEALTH SERVICES

STUDENT MUST COMPLETE 33 CREDITS AS FOLLOWS:

- EDU 500** *A Christian Perspective on the Social and Philosophical Foundations of Education*
- EDU 511** *Learning and Cognition*
- EDU 675** *Research Design*
- EDU 581** *Methods of Nonverbal Communication in the classroom*
- EDU 609** *Seminar in Research (Applied)*
- CO 531** *Substance Abuse and Crisis Intervention Counseling*
- NUR 602** *Holistic Health Care for Culturally Diverse Populations*
- HSCI 560** *Community and Environmental Health*
- HSCI 515** *Curriculum Development in Health Education*
- HSCI 520** *Nutrition Education*
- HSCI 601** *World Health Issues*
Elective

TOTAL CREDITS: 36

Recommended Electives:

- CO 513** *Psychology of Group Dynamics*
- HSCI 500** *Health Promotion*
- NUR 615** *Physical Assessment for School Nurses*

***Pennsylvania
Department of
Education
Certifications***

*Health Education;
School Nurse (K-12)*

Education Specialist I

*Supervisor of School
Health Services*

Registered Nurses, licensed in Pennsylvania, who have completed a bachelor's degree are eligible to pursue the School Nurse or health education certifications. Individuals who

have completed a BS or BA in Health, or a related field may pursue the health education certification.

School nurses applying for the Supervisor of School Health Services certification must have completed five years of satisfactory professional experience as a certified school nurse prior to application.

Because these programs are competency based, each candidate will be evaluated individually. Students may be excused from some course work or required to take addi-

tional prerequisite course work. Advisors will provide specific requirements for each certification area.

**HEALTH EDUCATION K-12
TEACHING CERTIFICATION**

The Department of Health and Exercise Science offers a program of study to selected qualified students who desire to be certified to teach Health Education (K-12).

Students who have completed a BS or BA in Health, or related field are eligible. Some prerequisite courses may be required. Students are responsible for

completing the approved course of study and must be recommended by the Teacher Education committee to the Pennsylvania Department of Education. A grade point average of 3.0 must be maintained in order to be recommended for certification. First aid and CPR certification is required prior to recommendation.

Application and admission to the Professional Semester are handled by the Education Department. There is a student teaching fee.

PENNSYLVANIA DEPARTMENT OF EDUCATION CERTIFICATIONS

PENNSYLVANIA DEPARTMENT OF EDUCATION CERTIFICATION

For teaching certificates, the candidate must take and pass at the mandated level the Praxis Series (NTE) Tests. Some candidates may be required to take prerequisite, foundational undergraduate courses.

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 College, as well as the student's successful completion of academic requirements.

The student who wishes certification is responsible for completing the approved course of study and appropriate NTE tests, 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 College as well as the student's successful completion of academic requirements.

Students may choose not to pursue the Master of Education degree and work only toward completion of the appropriate certification. It is not necessary to work toward both the degree and certifica-

tion simultaneously. However, all graduate students must complete the appropriate admission requirements before being admitted into any of the programs.

ADMISSION TO THE PROFESSIONAL SEMESTER

(Student Teaching/Reading Specialist/Reading Supervisor)

Candidates for certification who need a professional semester must:

- make a formal application for the professional semester at least one full semester prior to the expected professional semester;
- complete a satisfactory number of courses;
- have a GPA of 3.0;

- demonstrate a satisfactory profile on *The California Psychological Inventory*;
- be interviewed by a member of the Graduate Education Department faculty;
- complete and pass *The Praxis Examination (NTE)* at the level mandated by the state of Pennsylvania (required if the candidate is not already certified in Pennsylvania);
- write an autobiographical statement and a philosophy of education statement;
- assume responsibility for their own transportation to the field site.

An individual student's file will be compiled by the Education Department containing:

- an application for the professional semester;
- evidence of a satisfactory health record and a TB Tine test;
- the student's profile from *The California Psychological Inventory*;
- the student's transcript with the cumulative GPA;
- copies of the Act 34-FBI and Child Abuse Clearances in accordance with state regulations regarding child abuse;
- an official copy of the Praxis Examination (NTE) results;
- an autobiography and philosophy of education statement.

NOTE: There is a fee for student teaching and the National Teacher's Examination (the Praxis Test).

PENNSYLVANIA CERTIFICATION OPTIONS

TEACHING

- EARLY CHILDHOOD
- ELEMENTARY
- FOREIGN LANGUAGE (*French and Spanish*)
- HEALTH EDUCATION
- SECONDARY (*Biology, Chemistry, Communications, English, Mathematics, and Social Studies*) Secondary certifications require an undergraduate major or the equivalent in the area of certification
- SPECIAL EDUCATION

EDUCATIONAL SPECIALIST:

- SCHOOL NURSE
- READING SPECIALIST
- ELEMENTARY COUNSELOR
- SECONDARY COUNSELOR
- SCHOOL PSYCHOLOGIST
- SUPERVISOR (*Early Childhood; Elementary Education; Foreign Language — French and Spanish; Health Education; Reading; School Nurse; Secondary — Biology, Chemistry, Communications, English, Mathematics, and Social Studies; and Special Education*)

Instructional/Certification Programs

ELEMENTARY EDUCATION WITH EARLY CHILDHOOD (48 HOURS)

- EDU 500 *Philosophy of Education*
- EDU 501 *Issues in Special Education*
- EDU 504 *Music for Children*
- EDU 506 *Science and Health for Children*
- EDU 508 *Social Studies for Children*
- EDU 510 *Math for Children*
- **EDU 511 *Learning and Cognition*
- **CO 512 *Seminar in Developmental Psychology*
- EDU 528 *Early Childhood: Principle and Practices*
- EDU 529 *Early Childhood: Curriculum and Assessment*
- EDU 550 *Field Experience: Early Childhood (Must be taken if Student Teaching has been completed)*
- EDU 580 *Communication Arts for Children*
- EDU 582 *Methods of Classroom Management*
- EDU 583 *Early Intervention in Inclusive Settings*
- EDU 601 *Developmental Reading*
- *EDU 610 *Student Teaching*
- *EDU 620 *Practicum*

TOTAL CREDITS = 51

**If Student Teaching has already been completed, these need not be taken and the number of credits will be reduced.*

***Students may validate their learning at the undergraduate level for certification purposes by successfully completing the CLEP examination in Introduction to Educational Psychology and Developmental Psychology (no graduate credit given for this).*

ELEMENTARY EDUCATION (36 HOURS)

- EDU 500 *Philosophy of Education*
- EDU 501 *Issues in Special Education*
- EDU 506 *Science and Health for Children*
- EDU 508 *Social Studies for Children*
- EDU 510 *Math for Children*
- **EDU 511 *Learning and Cognition*
- **CO 512 *Seminar in Developmental Psychology*
- EDU 580 *Communication Arts for Children*
- EDU 582 *Methods of Classroom Management*
- EDU 601 *Developmental Reading*
- EDU 610 *Student Teaching*
- EDU 620 *Practicum*

TOTAL CREDITS = 39

***Students may validate their learning at the undergraduate level for certification purposes by successfully completing the CLEP examination in Introduction to Educational Psychology and Developmental Psychology (no graduate credit given for this).*

ELEMENTARY EDUCATION WITH SPECIAL EDUCATION (57 HOURS)

ELEMENTARY EDUCATION WITH SPECIAL EDUCATION (57 HOURS)

- EDU 500 *Philosophy of Education*
- EDU 501 *Issues in Special Education*
- EDU 503 *Education and Assessment of Exceptional Students*
- EDU 505 *Classroom Procedures and Teaching Techniques for the Multihandicapped*
- EDU 506 *Science and Health for Children*
- EDU 508 *Social Studies for Children*
- EDU 510 *Math for Children*
- **EDU 511 *Learning and Cognition*
- **CO 512 *Seminar in Developmental Psychology*
- EDU 550 *Field Experience: Special Education*
- EDU 580 *Communication Arts for Children*
- EDU 581 *Methods of Classroom Management*
- EDU 582 *Methods of Classroom Management*
- EDU 583 *Early Intervention in Inclusive Settings*
- EDU 601 *Developmental Reading*
- EDU 602 *Reading Disabilities*
- *EDU 610 *Student Teaching*
- *EDU 620 *Practicum*

TOTAL CREDITS = 57

**If Student Teaching has already been completed, these need not be taken and the number of credits will be reduced.*

***Students may validate their learning at the undergraduate level for certification purposes by successfully completing the CLEP examinations in Introduction to Educational Psychology and Developmental Psychology (no graduate credit given for this).*

FOREIGN LANGUAGE CERTIFICATION: FRENCH AND SPANISH

- EDU 500 *Philosophy of Education*
- EDU 501 *Issues in Special Education*
- **EDU 511 *Learning and Cognition*
- **CO 512 *Seminar in Developmental Psychology*
- EDU 513 *Teaching Foreign Language and ESL*
- EDU 517 *Multicultural Education*
- EDU 582 *Methods of Classroom Management*
- EDU 603 *Reading in the Content Area*
- EDU 610 *Student Teaching*
- EDU 620 *Practicum*
- LANG 510 *Linguistics*

TOTAL CREDITS = 36

HEALTH EDUCATION

- EDU 500 *A Christian Perspective on the Social and Philosophical Foundations of Education*
- **EDU 511 *Learning and Cognition*
- EDU 603 *Reading in the Content Area*
- EDU 610 *Student Teaching*
- EDU 620 *Practicum*
- **CO 512 *Seminar in Developmental Psychology*
- HSCI 500 *Health Promotion*
- HSCI 515 *Curriculum Development and Methods in Health Education*
- HSCI 520 *Nutrition Education*

TOTAL CREDITS = 30

MUSIC (K-12)

- EDU 500 *Philosophy of Education*
- EDU 501 *Issues in Special Education*
- **EDU 511 *Educational Psychology*
- **EDU 512 *Human Growth & Development*
- EDU 582 *Classroom Management*
- EDU 603 *Reading in the Content Area*
- EDU 610 *Student Teaching (6 credits)*
- EDU 620 *Practicum*

TOTAL CREDITS = 27

Music Courses: Students must consult with the Music Department for any required music courses.

***Students may validate their learning at the undergraduate level for certification purposes by successfully completing the CLEP examinations in these areas.(no graduate credit given for this).*

SECONDARY EDUCATION

Candidates must have an undergraduate major or the equivalent in the area of certification.

- EDU 500 *Philosophy of Education*
- EDU 501 *Issues in Special Education*
- EDU 509 *Seminar in Secondary Education*
- **EDU 511 *Learning and Cognition*
- **CO 512 *Seminar in Developmental Psychology*
- EDU 582 *Methods of Classroom Management*
- EDU 603 *Reading in the Content Area*
- EDU 610 *Student Teaching*
- EDU 620 *Practicum*

TOTAL CREDITS = 30

***Students may validate their learning at the undergraduate level for certification purposes by successfully completing the CLEP examinations in Introduction to Educational Psychology and Developmental Psychology (no graduate credit given for this).*

EDUCATION SPECIALIST / CERTIFICATION PROGRAMS

(See Page 42 in catalog)

SCHOOL COUNSELOR

(See Page 35 in catalog)

SCHOOL PSYCHOLOGIST

(See Page 33 in catalog)

SCHOOL NURSE

- CO 501 *Introduction to Counseling -OR-*
- CO 513 *Psychology of Group Dynamics*
- CO 512 *Seminar in Developmental Psychology*
- EDU 500 *Christian Perspective on the Social and Philosophical Foundations of Education*
- EDU 511 *Learning and Cognition*
- *HSCI 520 *Nutrition Education*
- HSCI 560 *Community and Environmental Health*
- NURS 508 *Legal and Mandated Responsibilities of School Nursing*
- NURS 509 *School Nurse and the Exceptional Child*
- **NURS 530 *School Nurse Practicum and Field Experience*
- ***NURS 615 *Physical Assessment for School Nurses*

TOTAL CREDITS = 30/33

**If Nutrition Education has been taken within the last ten years, HSCI 520 is waived.*

***If Student is employed under an Emergency Certificate, the Field Experience need not be taken.*

****If a Physical Assessment course related to the assessment of children and youth has been taken or an update has been taken within the last five years, NUR 615 is waived.*

READING SPECIALIST

- EDU 580 *Communication Arts for Children*
- EDU 601 *Developmental Reading*
- EDU 602 *Reading Disabilities*
- EDU 603 *Reading in the Content Area*
- EDU 604 *Diagnosis, Adjustment and Reporting of Literacy Progress*
- EDU 606 *Multicultural Literacy*
- EDU 612 *Reading Clinic Practicum*

TOTAL CREDITS = 24

Note: Students wishing Reading Specialist certification who do not have Elementary Education and/or Early Childhood Education certificates must take the following courses in addition to those required above:

- EDU 500 *Philosophy of Education*
- EDU 501 *Issues in Special Education*
- **EDU 511 *Learning and Cognition*
- **CO 512 *Seminar in Developmental Psychology*
- EDU 550 *Field Experience: Reading*

***Students may validate their learning at the undergraduate level for certification purposes by successfully completing the CLEP examinations in these areas. (No graduate credit given for this).*

SUPERVISOR (GENERAL)

Supervisor of: Early Childhood; Elementary Education; Foreign Language (French, Spanish); Health; and Secondary (Biology, Chemistry, Communications, English, Mathematics, and Social Studies)

(Must hold Certification in the area of the Supervisory Certificate and have completed five years of satisfactory experience in the area of the supervisory certificate. The Practicum must be taken in a school district under the supervision of a district supervisor with certification in supervision of the area of certification and a college representative.)

- EDU 607 *Supervision of Instruction*
- EDU 608 *Seminar for Supervisors*
- EDU 609 *Seminar in Research*
- EDU 614 *Practicum for the Supervisor*
- EDU 623 *Curriculum Design*
- EDU 624 *School Law*

TOTAL CREDITS = 18

READING SUPERVISOR

(Must hold Reading Specialist Certification and have completed five years of satisfactory experience in the area of the supervisory certificate. The Practicum must be taken in a school district under the supervision of the district Reading Supervisor and a college representative.)

- EDU 606 *Multicultural Literacy*
- EDU 607 *Supervision of Instruction*
- EDU 608 *Seminar for Supervisors*
- EDU 609 *Seminar in Research*
- EDU 614 *Practicum for the Reading Supervisor*
- EDU 623 *Curriculum Design*
- EDU 624 *School Law*

TOTAL CREDITS = 21

SUPERVISOR OF SCHOOL HEALTH SERVICES

(Must hold School Nurse Certification and have completed five years of satisfactory experience in the area of the supervisory certificate. The Practicum must be taken in a school district under the supervision of the district School Nurse Supervisor and a college representative.)

- CO 513 *Psychology of Group Dynamics*
- EDU 607 *Supervision of Instruction*
- EDU 608 *Seminar for Supervisors*
- EDU 609 *Seminar in Research*
- EDU 614 *Practicum for the School Nurse Supervisor*
- EDU 623 *Curriculum Design*
- EDU 624 *School Law*

TOTAL CREDITS = 21

SUPERVISOR OF SPECIAL EDUCATION

(Must hold Special Education Certification and have completed five years of satisfactory experience in the area of the supervisory certificate. The Practicum must be taken in a school district under the supervision of the district Supervisor of Special Education and a college representative.)

- EDU 607 *Supervision of Instruction (Special Education)*
- EDU 608 *Seminar for Supervisors of Special Education*
- EDU 609 *Seminar in Special Education Research*
- EDU 614 *Practicum for the Supervisor of Special Education*
- EDU 623 *Curriculum Design (Special Education)*
- EDU 624 *School Law for the Supervisor of Special Education*

TOTAL CREDITS = 18

EDUCATION FACULTY PROFILES



HELEN LOEB

*Chair
Education Department*

GETTING TO KNOW her students as individuals is an important part of Helen Loeb's work as chair of education department, director of the graduate education programs, and professor at Eastern College.

She strives to help every student develop into the best person and professional she or he can possibly be.

Dr. Loeb's research has been presented and published in both the U.S. and Israel. The recipient of numerous honors and grants, she has served on the Governor of Pennsylvania's Professional Standards and Practices Commission, won a scholarship and NDEA Fellowship at Bryn Mawr College, and is consistently nominated to Who's Who of Women in Education. She earned her BS from Rowan College, her MEd from Temple University, and her PhD from Bryn Mawr College.



BERNICE BAXTER

BERNICE BAXTER, director of school nurse certification and coordinator of the school health services program, brings over 35 years of professional nursing experience to Eastern College. She came to Eastern in 1988 after retiring as director of the Pennsylvania Bureau of Special Public Health Services in Harrisburg. She now serves as a medical consultant with Head Start, and a coordinator with Camden Community Partnership for Substance Abuse.

She has written two reference books for school nurses, and has also authored numerous articles about nursing. Bernice Baxter earned her BSN at the University of Pennsylvania and her MEd at Temple University.



HEEWON CHANG

HEEWON CHANG is assistant professor of education and director of the MED in multicultural education program. She edits Electronic Magazine of Multicultural Education which she founded in 1999. She is interested in integrating scholarship and faith into the praxis of multicultural education.

*Dr. Chang received her BA in education with secondary teaching certification in ethics from Yonsei University, Korea, and her MA and PhD in education and anthropology from the University of Oregon. She has conducted research projects in the U.S. as well as Korean high schools. She is currently working on elementary teaching certification at Eastern to broaden her educational experiences. She has published book reviews and articles in addition to a book, *Adolescent Life and Ethos* (1992, London: Falmer Press).*



DAVID GREENHALGH

DAVID GREENHALGH, associate professor of education, has served as headmaster of the West Bay Christian Academy in Rhode Island since 1981. He also spent a year as special assistant to the dean of the Boston University School of Education.

Dr. Greenhalgh earned his doctorate in education from Boston University with a dissertation on the moral atmosphere of schools. He earned both an MA and MEd from Rhode Island College and a bachelor's degree from Barrington College.



LILLIAN MCKETHAN

Lillian D. McKethan is the coordinator of special education and associate professor of education.

She also directs the Barry Elementary School LIFE Project (The Link In Fostering Educational Evangelism).

Dr. McKethan has taught at Beaver College, Cheyney and Lincoln Universities; the Antioch Graduate School of Education; the School District of Philadelphia, and various suburban school districts.

She has served as a consultant to the Institute of Educational Research in Philadelphia, the Pottstown School District, and local churches.

Dr. McKethan was awarded the T.T.T. Fellowship from Temple University. She earned a BS, MEd in Education, MEd in Special Education, and an EdD at Temple University.

ADJUNCT FACULTY

JENNIFER ADDEY

MEd, Eastern College

JULIA AGUILAR

PhD, University of Pennsylvania

SHELLEY APPLGATE

MS, LaSalle University

ESTHER BIERMAN

DEd Candidate, Widener University

LINDA BOULDIN-HAWKINS

MEd, Beaver College

MARGUERITE DESANCTIS

MEd, Temple University

PATRICIA DIXON

DEd, The Pennsylvania State University

JOAN EAGLES

*MEd, West Chester University
MA Immaculate College*

LEE EVERETT

MusEd, West Chester State College

KATHY FOMALONT

MEd, Temple University

CAROL GIBSON

MEd, Eastern College

BARBARA LAUNI

MEd, The Pennsylvania State University

GREGORY MCCORD

MEd, Millersville University

HARRY MERCURIO

MEd, Widener University

ANNE MURRAY

MA, Kansas State

CAROLE NEY

MEd, Cabrini College

FELICIA PORTER

PhD, University of Pennsylvania

LISA RICHARDSON

MEd, Eastern College

JOSEF RIDGWAY

MEd, University of Virginia

DEBORAH SCHMECK

EdD, Lehigh University

ROBERT STREMME

(Master's Equivalency +30), The Pennsylvania State University

DEBORAH WARRICK

MA, West Chester University

ELAINE WRIGHT

MEd, Millersville University; MEd, Immaculate College

FRANK WRIGHT

MA, Villanova University; MA+70, Stanford University

GEORGE ZAMPETTI

MS, University of Pennsylvania; MS+30, Villanova University

SPECIAL CENTERS AND INITIATIVES

The Center for Organizational Excellence

The Center for Innovation in Community Development

The Hestenes Center for Christian Women in Leadership

Three Centers at Eastern College offer graduate students opportunities for specialized study, research and participation in a variety of programs. The Center for Organizational Excellence provides training and resources for Christian leaders in developing nations. The Center for Innovation in Community Development is bringing the latest in information technology to the inner city. The roles, concerns and challenges of Christian Women in Leadership are the focus of the third center bearing this name.

THE CENTER FOR ORGANIZATIONAL EXCELLENCE

The Center for Organizational Excellence (COE) was co-founded by Dr. Jim Engel and Dr. David Fraser in 1990 for the purpose of enhancing the effectiveness and integrity of

Christian leaders worldwide. Christian leaders have genuine vision but often lack the training and counsel and mentoring that they need to build effective ministries. The training provided by the Center for Organizational Excellence is personalized, contextualized,

relevant and accessible to Christian leaders in developing countries. Since its inception, the staff of the COE has ministered in over 20 countries, distributes its learner-driven leadership development training materials in over 40 countries, and those materials are being translated into seven languages thus far.



The COE has expanded its role as part of Eastern's mission of "the whole Gospel for the whole world," and now serves as the international education arm of Eastern College. In that role, COE staff establishes and manages international partnerships with Christian schools and organizations overseas for the implementation of the new *MA in Organizational Leadership and an MBA program.

THE CENTER FOR INNOVATION IN COMMUNITY DEVELOPMENT

Innovation, creativity and resources are scarce when it comes to community development in the United States, especially within our urban centers.

The Center for Innovation in Community Development (CICD) aspires to bring community development into the Information Age by enhancing the program effectiveness and administrative capacity of nonprofit organizations through the application of state-of-the-art computer technologies to community development initiatives.

In recognition of the fact that community-based organizations are being challenged to accomplish more with a decreasing resource base, the Center was founded in 1995 to develop computer-based tools that will help nonprofit organizations meet these demands.

These challenges include:

- securing needed resources for the organization’s projects and programs;*
- communicating more effectively with internal and external constituencies;*
- facilitating strategic planning and performance evaluation;*
- creating closer ties between the corporate community and the nonprofit sector;*
- leveraging scarce internal resources through human resource development and organizational re-engineering techniques; and*
- achieving a better understanding of the needs of their respective communities.*

**Pending approval by the PA Department of Education*

Every CICD product is built with a commitment to building internal capacity instead of a

dependency on external resources. Computer-based solutions that require an ongoing stream of technical assistance are not “technological solutions” but a prescription for technological dependency. The flagship project of CICD consists of the SmartGrant Software Suite. These are three software modules designed to assist nonprofit organizations in the interconnected processes of strategic planning, budgeting and resource development.

They are:

SmartPlan, a strategic planning software application designed to help nonprofit boards, staff and volunteers to manage the strategic planning process.

SmartProposal, a software guide that helps users write a polished grant proposal.

SmartBudget, a cost analysis tool for developing project budgets for nonprofit organizations. You may download a copy of SmartGrant on request (CD-Rom version) by visiting the Center’s website: www.innovate.org.

THE ROBERTA HESTENES CENTER FOR CHRISTIAN WOMEN IN LEADERSHIP

The Roberta Hestenes Center for Christian Women in Leadership was developed under the leadership of Roberta Hestenes, past President of Eastern College, and Dr. Julie Anderton, its founding director, for the purpose of encouraging and training Christian women to fulfill their calls to leadership whether in churches or organizations, as volunteers or professionals, or in the marketplace.

Through programs, publications, networking and work-

shops, the Center provides opportunities:

- for women from many cultures and ways of life to explore new models of leadership development and spiritual formation;*
- for women to work together toward economic and social justice and reconciliation in their churches, homes, workplaces and communities;*
- for women to seek ways to integrate and balance their too-busy lives;*
- for women to worship together as a supportive community following Jesus Christ.*

The Center has established a network of over 3,000 women and men across the country seeking not only to preserve and advance the inclusion of women at leadership levels, but also to build bridges of respect among Christian men and women.

THE EASTERN COLLEGE INSTITUTE FOR URBAN STUDIES

Initiatives in Education, Research, Service and Enterprise

VISION

Eastern College joins in strategic alliances with people and institutions of Greater Philadelphia to revitalize urban communities. By 2002, the Center for Urban Studies, through its strategic partners, will form a seamless system of faith-based education, research, service and enterprise. These systems will assist urban communities in becoming self-sustaining, safe, educationally informed, spiritually-grounded, and economically productive places of hope.

MISSION

Under its banner of commitment to social and economic justice, Eastern College's Institute for Urban Studies offers:

1. education that increases professional skills.
2. training and resources that empower individuals, families, community and church leaders for work in the urban context.
3. incubation and support for small business and micro-enterprise development.
4. applied research that provides solutions to urban problems.

The Eastern College Institute fulfills this mission through integrated and holistic education and training deeply rooted in Christian values. Through on-site, off-site, degree and non-degree education, teacher and student share in collaborative learning experiences that are energized by practical wisdom. The faith-based curricula invite participation in learning the purpose of transforming communities and the institutions within them.

THE GOALS

Through partnership in EDUCATION, Eastern College will provide faith-centered certificate, undergraduate and graduate programs.

Primary Goals Are:

- In conjunction with Nueva Esperanza, to form a bilingual, faith-based junior college.
- In conjunction with Eastern Baptist Theological Seminary and EAPE, to offer joint certificates and degree studies in ministry and economic development.
- As an urban campus of Eastern College, to initiate urban and faith-based programs in education, counseling, urban studies, social work, youth ministries and the arts.

Through partnership in SERVICE, Eastern College will train local pastors, youth ministers, counselors and leaders for Christian service.

Primary goals are:

- In conjunction with The Center for Urban Resources, to provide management training for urban church pastors and leaders.
- In conjunction with Resources for Better Families, to cooperate in identifying, training and educating family counselors.
- In cooperation with Making Urban Disciples, Mission Year and The Salvation Army, to train youth workers for urban church and para-church ministries.

PROGRAMS

Degree Programs

- MEd in Multicultural Education
- MA in Counseling
- MS in Nonprofit
- MS in Urban Economic Development

Consult the master schedule for courses offered at the institute each semester

CERTIFICATION AND CONTINUING EDUCATION

- Continuing education for Psychologists and Counselors
- Certification in Elementary and Secondary Education

*Diplomas In:

- Faith-based Economic Development
- Urban Youth Ministry
- Prophetic Music, Drama and Dance
- Spiritual Development
- Empowerment and Leadership
- Entrepreneurial Skills for Women

SEMINARS

Project Manhood, a comprehensive ministry with men and boys

*Courses of Study:

- Urban Studies
- Youth Ministries
- Cross-cultural Communication
- Teaching English as a Second Language

**Programs still in development phase at time of printing.*

CONSORTIUM

Eastern College's Institute for Urban Studies forms a consortium at 10th & Spring Garden Streets, Philadelphia, with other faith-based urban ministries dedicated to equipping Christian leaders, churches and ministries to fulfill their missions in the city.

The Consortium members are:

- Evangelical Association for the Promotion of Education (EAPE)
- Center for Urban Resources
- Resources for Better Families
- Making Urban Disciples (MUD)
- Eastern Baptist Theological Seminary (EBTS)
- Mission Year

Residing in the building with the Institute and other Consortium members are the private Industry Council (PIC) and various city and state agencies.

VIDEO DISTANCE LEARNING

In the Fall of 1997, Eastern College began offering several of its graduate courses through its Distance Learning System. The System combines quality instruction with state-of-the-art video technology, allowing the on-campus classroom experience to be brought to students in their homes or places of work. Our regular graduate courses are taught by faculty in a specially equipped video classroom where each lecture is videotaped live and unedited.

We are excited to provide distance access to Eastern's graduate programs. However, the successful distance learning student is one who is self-motivated, does not procrastinate, and who can devote sufficient time to videotape viewing in order to keep pace with the syllabus.

Video Distance Learning (VDL) courses are offered within the same semester and summer session time frames as on-campus courses. Distance learning students are subject to the same policies, due dates and course prerequisites as their on-campus counterparts (except where stated otherwise), and they enjoy the same rights, privileges and access to services.

Who is eligible? New and current students who are fully matriculated into a graduate program at Eastern College and non-degree students are able to register for VDL courses.

Some courses on videotape are available only to students residing outside the Philadelphia area.

Registration. Current matriculated students should register according to departmental guidelines as they do for on-campus courses. New and non-degree students must register through the Graduate Admissions Office after meeting all the usual application and admissions requirements for study at the graduate level.

NOTE: *All registrations and payments must be received one week prior to the start of the session for which the student is registering in order to allow sufficient time for preparing and mailing video tapes. No registration will be accepted beyond this point and no video courses will be mailed until all registration procedures and payments have been completed.*

Fees. The fees for video courses are the regular tuition cost per graduate credit, plus an additional \$95.00 fee per course which covers processing, materials, and duplicating. Please refer to the Financial section of this catalog for information regarding specific tuition costs and refund policies.

Video Courses. Course videotapes are copied and mailed directly to the student following receipt of registration and payment of fees. For most sessions, videotaped courses begin within two weeks after the start of campus courses. Courses being taped during the session in which the student registers for them will be copied and mailed once each week. Courses which have been taped in a previous semester will be available in entire sets (approximately 15 tapes) and will be mailed to the student as a complete set. Questions concerning the delivery of tapes should be directed to the department office of the course being offered. Occasionally, a videotape will be defective. Students should notify the department office immediately for a replacement.

Syllabus. The syllabus for each class will be enclosed with the videotapes and will contain information regarding course requirements. It will also contain phone, fax and internet information for contacting the instructor of the course and his/her office hours. Students can expect an initial contact from the instructor to review the syllabus and methods for dialog with the instructor.

Textbooks. Students wishing to receive textbooks through the mail should contact the College's bookstore. Books may be ordered by phone or fax with a credit card, or by mail.

Contact:

*Bookstore
Eastern College
1300 Eagle Road
St. Davids, PA 19087
Tel. (610) 341-5815
Fax (610) 341-5031*

For the list of courses currently offered on videotape, see the "Graduate Course Description" section of this catalog. However, students should check each session's Master Schedule for the addition and/or deletion of courses for that session. Currently, the only department offering courses at the graduate level by VDL is the Business Department.

The Courses

GRADUATE COURSE DESCRIPTIONS

COURSES AVAILABLE ON VIDEOTAPE

Courses with a "(99)" next to the course number are those currently available on videotape. See the section of this catalog on Eastern College's Distance Learning System (DLS) for details on registering for a course on videotape.

Currently only courses with ACCT, BUSA, ECON, FIN and BIB prefixes are available on videotape. Check each session's Master Schedule for the addition or deletion of courses offered.

Courses available on video at the time this catalog went to press are:

ACCT 223: Introduction to Accounting for Graduate Students

BIB 100: The Biblical World in Contemporary Context

BUSA 223: Statistical Methods for Graduate Students

FIN 223: Business Finance

BUSA 500: Financial Management

BUSA 530: Marketing Management

BUSA 540: Organizational Behavior

BUSA 550: Quantitative Approaches to Decision Making

BUSA 630: Community Organizing

BUSA 675: Community Research and Needs Analysis

ECON 223: Macro/Micro Economics for Graduate Students

ECON 511: Macroeconomic Analysis

ECON 513: Economic Development of Developing Countries

Only for distance learning. Not available for students in the Philadelphia area.

BUSINESS FOUNDATION COURSES

Foundation coursework is prerequisite to graduate level courses.

Foundation coursework does not calculate in the graduate grade point average nor do the credits count toward the graduate degree. A passing grade is a grade of "C" or better.

ACCT 223 (99) INTRODUCTION TO ACCOUNTING FOR GRADUATE STUDENTS

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

BIB 100 (99) THE BIBLICAL WORLD IN CONTEMPORARY CONTEXT

An accelerated course offered only to Degree Completion and Graduate students covering both Old and New Testaments. A scholarly approach to understanding the Bible concepts covered includes: God's revelation to ancient Israel, covenant relationships, Creation, Redemption, Promise, the Prophetic Movement, the life and message of Jesus Christ, the theology of Paul, and the nature of the Church. (Prerequisite: None)

Note: Students who have taken either Old or New Testament may take the other as an individual course: BIB 101 or BIB 102.

BUSA 223 (99)**BUSINESS STATISTICS FOR GRADUATE STUDENTS**

Introduction to statistical techniques used in business. Topics include: descriptive methods, probability distributions, sampling and data collection, hypothesis testing, regression, correlation, and forecasting methods. (Prerequisite: good background in algebra)

FIN 223 (99)**BUSINESS FINANCE**

An introduction to the financial problems of business organizations, the finance function and its relationship to other decision-making areas in the firm, and concepts and techniques for planning and managing the acquisition and allocation of financial resources from the standpoint of internal management. (Prerequisites: ACCT 108 or 223)

CSC 110**COMPUTER LITERACY**

History, components, applications and the social consequences of computers are all addressed in this multi-faceted course that focuses primarily on developing fundamental skills using software packages involved with word processing, spreadsheets, and data bases.

Computer Modules

Three, four-week modules covering the following areas: word processing, beginning spreadsheets and data base. Students are encouraged to utilize this option instead of CSC 110.

ECON 223 (99)**INTRODUCTION TO ECONOMICS FOR GRADUATE STUDENTS**

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

LAN 090**ACADEMIC ENGLISH FOR NON-NATIVE SPEAKERS**

For students from countries in which English is neither the native language nor the language of instruction. Course will include college level reading, writing and study skills, oral presentations, library research, and English for special purposes. Improvement of speaking and listening skills will be strongly emphasized.

GRADUATE COURSES

Accounting

ACCT 520**MANAGERIAL ACCOUNTING**

(3 credits)

A study of the use of financial data for managerial decision making. Emphasis on planning and control of a manufacturing environment. Topics of study include the review and uses of cost accounting techniques and international accounting.

(Prerequisites: ACCT 223 and FIN 223)

ACCT 521**ACCOUNTING FOR NONPROFIT ORGANIZATIONS**

(3 credits)

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

ACCT 522**MANAGERIAL ACCOUNTING FOR DEVELOPING ENTERPRISES**

(3 credits)

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

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

(3 credits)

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

ACCT 620**AUDITING THEORY AND PRACTICE**

(3 credits)

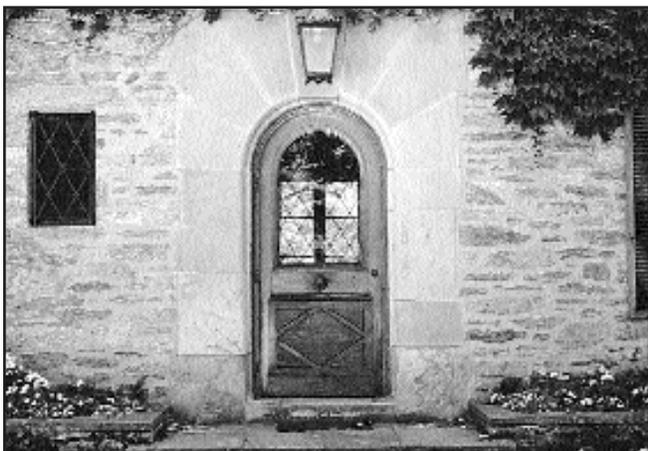
Designed to provide a theoretical and practical framework for public accountants who perform audits of publicly-held corporations and nonprofit organizations. It integrates accounting standards, accounting systems, internal accounting controls and the dual auditing functions of investigating and reporting; all within the context of the professional practice environment. The learning objective is to produce competence in auditing practice and theory and enhance the student's capability to cope with and produce change.

(Prerequisite: ACCT 520)

ACCT 622**FINANCIAL ACCOUNTING THEORY**

(3 credits)

An intensive study of the theories involved in financial accounting as they relate to the valuation of assets, liabilities and owner's equity. Includes study of the recent developments and accounting pronouncements by the leading professional accounting organizations. (Prerequisite: ACCT 520)



ACCT 625
INCOME TAX POLICY

(3 credits)

The course provides a framework for thinking about how taxes affect business activities. The framework is highly integrative: investment strategies and financing policies within a company are linked through taxes. Topics covered include: federal income tax structure, accounting methods, tax traps, non-taxable transactions, tax shelters, passive activities, compensation considerations, fundamentals of tax research, practice and procedure before the IRS, tax aspects of selecting a business form, net operation losses, alternative minimum tax, corporate reorganizations, mergers and acquisitions and tax-exempt entities. (Prerequisite: ACCT 520)

Business

BUSA 500 (99)
GLOBAL FINANCIAL MANAGEMENT

(3 credits)

Designed to provide a theoretical and practical framework that a financial manager can use to reach decisions in the real world. Contemporary problems in managerial finance illustrate theoretical constructs. (Prerequisites: CSC 110, FIN 223, ACCT 520)

BUSA 517
NONPROFIT FINANCIAL MANAGEMENT AND CONTROL

(3 credits)

Designed to give the nonprofit manager/executive the skills and knowledge necessary to understand financial statements and information, to make finan-

cial decisions, to design and institute improvements in management control, to determine and work with ethical uncertainties, and to develop and manage the budgeting process. Fund accounting will be explained as a "building block" for nonprofit financial reporting. Issues faced by the chief executive of smaller organizations such as unemployment compensation, workers compensation, and self-insurance will be covered. The course will primarily use the case-study method. (Prerequisites: ACCT 223)

BUSA 519 (99)
FINANCIAL MANAGEMENT OF HEALTH CARE INSTITUTIONS

(3 credits)

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

BUSA 530 (99)
MARKETING MANAGEMENT

(3 credits)

A study of the objectives and practices of successful marketing organizations, with emphasis on strategies for marketing consumer and industrial goods and services. (Prerequisite: Familiarity with such marketing concepts as the exchange relationship, fundamentals of buyer motivation, market seg-

mentation, wholesale and retail institutions, and the marketing mix and its components.)

BUSA 531
MARKETING AND PUBLIC RELATIONS FOR NONPROFIT ORGANIZATIONS

(3 credits)

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

BUSA 532
MARKETING RESEARCH FOR HEALTH CARE

(3 credits)

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

BUSA 540 (99)
LEADERSHIP AND ORGANIZATIONAL BEHAVIOR

(3 credits)

Provide students and managers with a framework within which employee goals and responses can be allied with management goals and programs. Primary emphasis on motivation, conflict resolution, group dynamics and leadership. An international perspective is emphasized.

BUSA 541
HUMAN RESOURCE MANAGEMENT FOR NONPROFIT ORGANIZATIONS

(3 credits)

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

BUSA 543
SMALL BUSINESS MANAGEMENT

(3 credits)

Designed for the prospective small business entrepreneur and for those operating a small firm who wish to improve their operation. Emphasizes practical applications. Finance, management, and marketing are addressed in relationship to the small business enterprise. (Prerequisite: ACCT 520/521/522 taken before or concurrently)

BUSA 545
ENTREPRENEURSHIP

(3 credits)

This is a capstone course where students design a new organization and communicate that design through the creation of a business plan. The student will develop and execute a strategic plan and operational business plan built on proper assessment of organizational mission, needs, and available resources.

The student will gain fundamental understanding of the skills in fund raising in diverse culture situations, encompassing defining needs statement and methods of identifying and soliciting sources of funding. Overall this course will focus on organizational start-up, including development of a marketing strategy and business plan. Prerequisites: EDEV 530

BUSA 550 (99)
QUANTITATIVE APPROACHES TO DECISION MAKING

(3 credits)

Emphasis on learning and applying numerous problem-solving techniques, including linear programming, project management waiting line theory, inventory control models and network models. A real world application project is required. (Prerequisites: BUSA 223)

BUSA 560
BUSINESS ETHICS AND JUSTICE

(3 credits)

Explores various ethical problem areas in business for the purpose of sharpening skills in ethical analysis and moral discernment. Uses the case method to address moral issues relating to corporate social responsibility, government regulation, consumer and employee protection, labor relations, discrimination, whistle blowing and ethical issues in marketing and finance. Special attention to the way Christian faith impacts ethical decision-making.

BUSA 570
BUSINESS LAW

(3 credits)

Designed to provide understanding of our legal system and how it affects business.



Enables students to recognize legal issues, understand the effect of modern legislation and administrative regulations on business practices, increase the ability to evaluate and recognize potential legal problems, and to enhance ability to work with legal counsel.

BUSA 571
LEGAL AND GOVERNMENT ISSUES AFFECTING NONPROFIT ORGANIZATIONS

(3 credits)

Explores the basic principles of business law such as contracts, liability, and labor law; taxation and the tax exemption process and related reporting requirements; and incorporation and by-laws. Examines the role of government, particularly in cooperation with nonprofit organizations.

BUSA 590
THE ORGANIZATION OF THE HEALTH CARE SYSTEM

(3 credits)

Intended to acquaint the learner with the health care system and concentrate his or her efforts toward making it better. Emphasis on the general, as

well as the departmental, operations of health care facilities. Factors affecting health status, the current state of health care and the future of the health care system will be discussed.

BUSA 600
DIRECTED STUDY

(3 credits)

Permits students to conduct a guided research project in a business-related field. A research proposal stating the methodology and the goals of the project will be required, along with the consent of a faculty member who agrees to supervise the project.

BUSA 601
INVESTMENT ANALYSIS AND PORTFOLIO THEORY

(3 credits)

Development of techniques used in security analysis combined with an introduction to modern portfolio and capital market models. Financial decision made under conditions of risk and uncertainty is discussed. (Prerequisites: BUSA 223, 500, FIN 223)

BUSA 602
QUANTITATIVE APPLICATIONS IN FINANCE

(3 credits)

Theory and application of mathematical operations and statistical analysis to business finance, investment and markets. (Prerequisites: BUSA 500, MATH 104)

BUSA 603
FUNDRAISING FOR NONPROFIT ORGANIZATIONS

(3 credits)

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

BUSA 613
INTERNATIONAL FINANCE

(3 credits)

Addresses problems facing internationally-oriented corporations. Topics include the international financial system, foreign exchange markets, direct foreign investments, capital budgeting, international cash management, accounting for multinational businesses, and international taxation. (Prerequisite: BUSA 500)

BUSA 630
SPECIAL TOPICS

(3 credits)

Faculty members regularly present one-semester courses on topics of special interest that are relevant to the curriculum. These include courses on Urban Design, Housing and Community Development,

Community Organization, Business Strategy and Marketing of Urban Enterprises. (Prerequisites: specified by the department with the approval of the Graduate Committee.)

BUSA 630
SPECIAL TOPICS:
COMMUNITY ORGANIZING (99)
(3 credits)

This course will guide students in developing the ability to analyze the past, present and future of a given organization or community, including how the political, economic and religious/ social systems respectively affect that organization, community or city. Students will gain an understanding of the methodologies of community organizing as a way to mobilize the community or organization for self-determination and effective empowerment. Principles of the course will be underscored through theological and biblical reflection.

BUSA 630
SPECIAL TOPICS:
MARKETING OF URBAN ENTERPRISES
(3 credits)

This course explores the challenges and opportunities of marketing in urban areas. It focuses on effective marketing strategies for small and medium-sized enterprises. Topics covered include entrepreneurial marketing, strategic marketing methods, urban consumer behavior and ethics in marketing.

BUSA 630
SPECIAL TOPICS:
BUSINESS STRATEGY
(3 credits)

This course explores the use of the strategic planning model as a tool in organizational and

decision-making analysis. This model entails examining the consistency between an organization's goals and objectives and its mission, whether such goals and objectives are achievable within the corporate and environmental situation an organization finds itself in, and what future strategic initiatives can maximize an organization's strengths and environmental opportunities while simultaneously rectifying or minimizing its weaknesses and environmental threats. The course will predominately use case studies of real companies as a basis of class discussion and written analysis. Other techniques that might be employed include outside readings, classroom presentations and computer simulations. Students are expected to have completed most of the Core courses in the MBA program, particularly BUSA 530 and BUSA 500.

BUSA 630
SPECIAL TOPICS: ROLE OF NONPROFIT ORGANIZATIONS IN PUBLIC POLICY
(3 credits)

Nonprofit organizations are often referred to as the "third" sector. But such a designation belies the reality that numerous nonprofits interface routinely with the government sector in the joint fulfillment of public policy. This course examines the relationship between nonprofits and state, local and federal government, and how public policy is influenced by nonprofits. Also, in as much as nonprofit organizations often serve as government "contractors" for public policy implementation, this course will develop valu-

able and practical skills in researching government funding opportunities, and the writing of government funding proposals (this course serves as a complement to BUSA 603 for the seeking of public monies).

BUSA 630
SPECIAL TOPICS:
STRATEGIC THINKING
(3 credits)

Strategic Thinking is designed for Christian leaders worldwide who long for greater insight into how to develop strategies of outreach which are uniquely appropriate for the context in which they live and minister. The content is thoroughly grounded in the doctrine of the Kingdom of God, and insights from contemporary behavioral sciences and management are viewed entirely from the perspective. This course focuses on understanding those we are trying to reach, creation of effective ministries which integrate evangelism and social/ economic ministry, and implementation and evaluation of strategy.

BUSA 630
SPECIAL TOPICS: ORGANIZING FOR EFFECTIVENESS THE NONPROFIT BOARD
(2 credits)

While governing boards are in place worldwide, few have ever been introduced to the fundamental aspects of why boards exist and what they do. This course examines these issues from the perspective of building and managing a board which is equipped to take seriously the biblical mandates of governance and accountability.

BUSA 631
MARKET AND OPINION RESEARCH

(3 credits)
Presentation of the objectives and practices of research methods used to guide and evaluate the marketing of consumer and individual goods. Emphasis on developing and administering opinion surveys and conducting community needs analysis. (Prerequisites: BUSA 530 or 531)

BUSA 632
INTERNATIONAL MARKETING
(3 credits)

Provides the student with an understanding of the international marketing environment including market entry strategies, international marketing channels, pricing in world markets and the administration of international marketing within the firm. Case studies and a marketing plan are used as key learning assignments. (Prerequisite: Familiarity with such marketing concepts as the exchange relationship, fundamentals of buyer motivation, market segmentation, wholesale and retail institutions and the marketing mix and its components.)

BUSA 641
HUMAN RESOURCES MANAGEMENT

(3 credits)
Designed to explore and analyze the wide varieties of activities involved in executing the personnel function of an organization; explores the nature of responsibilities relating to the management of people. (Prerequisite: BUSA 540)

**BUSA 645
STRATEGIC MANAGEMENT OF
NONPROFIT ORGANIZATIONS**

(3 credits)

A study of the organization, operations, planning and analysis of managing in the nonprofit environment. Analysis will be based on lectures, guest speakers, textbook and on-site student observations.

**BUSA 647
TRAINING AND DEVELOPMENT**

(3 credits)

Designed to equip the participant with the understanding and practical skills necessary to ascertain training needs, develop appropriate programs, implement these programs and evaluate their effectiveness. Participants develop at least one training session and implement it in an organization. (Prerequisite: BUSA 540)

**BUSA 648
COMPENSATION AND
EMPLOYEE BENEFITS**

(3 credits)

A review of economic and psychological foundations related to compensation, job analysis, wage structure pricing and updating, performance appraisal and incentives. Focuses on the design and administration of employee benefit plans that complement the established salary or wage program, such as life insurance, disability insurance, medical coverage, retirement insurance. Special attention given to changing regulations and practices in the field of benefits. (Prerequisite: BUSA 540)



**BUSA 650
LEADERSHIP MODELS**

(3 credits)

Focuses on development of leadership. The best in management theory and skills are applied to developing leadership skills for students to apply to real-life situations. Focuses on operational leadership skills, emphasizing conceptualizing, planning, implementing projects and designing strategies for managing change effectively. Topics include delegation, motivation, planning, recruiting, evaluating performance, problem-solving, decision-making and leadership.

**BUSA 651
ISSUES IN THE NONPROFIT
SECTOR**

(3 credits)

Students will gain a thorough understanding of the importance and complexities of board governance in the nonprofit sector. The issues, trends and challenges to governance and implications will be assessed. The course includes the hallmarks of nonprofit excellence, the roles and responsibilities of volun-

teers and staff, the policy and decision-making process, ethics and ethical decision making, board recruitment and development, and a current issue facing the nonprofit sector at the time of the course offering.

**BUSA 670
MANAGEMENT INFORMATION
SYSTEMS**

(3 credits)

This course is a study of the field of information systems as used by managers in the decision-making process. The class will focus on redesigning the organization using information systems to gain competitive advantage and enhance organizational performance. A strong component of the course will involve ethical decision making in relation to information systems. Students should have basic knowledge of organizational theory and hardware and software technology prior to taking this course. Prerequisites: Computer Literacy (or the equivalent) and all undergraduate foundation courses.

**BUSA 673
PUBLIC POLICY AND
DEVELOPMENT**

(3 credits)

Examines the theoretical and practical application of public policy as it relates to economic and/or community development. Reading materials include: actual comprehensive plans, overall economic development plans, original pieces of federal, state and local legislation, current newspaper and magazine articles, and appropriate books.

**BUSA 675 (99)
COMMUNITY RESEARCH AND
NEEDS ANALYSIS**

(3 credits)

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

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

(3 credits)

Each student, after completing a minimum of 18 graduate credit hours, will either:
A. Select an established nonprofit organization in his/her field of special interest. Working a minimum of 125 hours for the semester, the student will assist that organization with special projects, and will act as a consultant and as a student of how to translate academic

knowledge into practice. A specific plan or document should result, such as a strategic plan, a development plan or a volunteer recruitment plan, an employee handbook, etc.

B. Elect to do an intensive thesis focusing on the start-up of a non-profit organization in an area of special interest to the student. The thesis must include a complete and comprehensive business plan, including a plan for establishing a working group from the interested constituency, differentiation from similar organizations, securing of media exposure, and determination of short and long-range goals.

BUSA 682 INTEGRATIVE PROJECT

(6 credits)

Student must be within one semester of completing all course work to enroll in this course. Designed to facilitate the integration and application of the skills, knowledge, and perspectives that students have acquired through the economic development program. The course involves either (1) a field education internship involving at least 450 hours of hands-on exposure to the problems and prospects of economic/community development in low-income communities, or (2) studying a special topic related to self-sustained economic/community development (including public policies that promote such development) and reporting the results of this research in a master's thesis exceeding 100 pages. In either case, the student will present integrative "Theology of Development" conclusions as part of the course documentation.

BUSA 692 HEALTH CARE MANAGEMENT AND POLICIES

(3 credits)

Provides the student with an understanding of health policy planning, analysis and management. It focuses on data resources and requirements, analysis and choices among health policy initiatives, comparative assessments of health policy, public and quasi-public sector decision making, resource allocation planning and the major tactical, strategic problems faced by a health care manager in applying modern business in health care systems. (Prerequisite: BUSA 590)

BUSA 694 FIELD RESEARCH AND THESIS

(3 credits)

The seminar in health administration is an independent study designed to offer selected students opportunities for creatively meeting their own objectives through a 90-hour clerkship. The instructor in charge will function as a resource person and work with the student to find creative and innovative means to help facilitate learning. The student will become an active participant responsible for his or her own learning. Emphasis will be placed on problem solving which includes assessment, implementation, and evaluation. Students will work under the guidance of a preceptor approved by the instructor in charge of the course. (Prerequisite: BUSA 590)

BUSA 695 AGING AND LONG-TERM HEALTH ISSUES

(3 credits)

An overview of aging and the issues which confront the senior citizen in American society. Issues to be explored will include: physical, social, economic, and psychological aspects of aging. The course will use a seminar format to explore the theories of aging, legal and ethical aspects of long-term care facilities and alternatives to nursing home care. Students will participate in collaborative group exercises to discuss the selected readings and to explore relevant problems and brainstorm possible solutions to such problems. Games, films, lectures and discussions will be used throughout the course. An extensive bibliography will be used to provide the participants with the most relevant and current literature on aging and health care issues. (Prerequisite: BUSA 590)

BUSA 697 MEDICAL ETHICS

(3 credits)

This course will identify the principles underlying ethical decision making, explore characteristics of ethical dilemmas, decision-making models and the socio-legal implications foundation of bioethics. (Prerequisite: BUSA 590)

BUSA 698 HEALTH CARE LAW

(3 credits)

The application of legal approaches to health care decision making. The discussion will focus on the predominant relationships in the health care field: physician-patient, hospital-patient, hospital-physician

and hospital-employee. It will touch on the following general themes: the changing roles, responsibilities and prerogatives of health care providers; the attempts to control the provision of health care services by courts, legislators, administrative agencies, and private organizations; and various "flashpoints" of controversy in the health care field. (Prerequisite: BUSA 590)

BUSA 699 ESSENTIALS OF MANAGED CARE

A study of the critical concepts of managed care in a rapidly changing health care environment. An overview of types of managed care organizations, negotiating and contracting, utilization, employing data reports in medical management, changing provider behavior in managed care plans as well as providing students with the most up-to-date authoritative information will be discussed. (Prerequisite: BUSA 590)

Counseling

CO 501 INTRODUCTION TO COUNSELING THEORY AND PRACTICE

(3 credits)

Major counseling theories and practices will be studied as they apply to the helping relationship as well as the Christian faith. A review of ethics and ethical conduct will be provided. Consideration of cultural, racial and sexual differences regarding counseling will be addressed.

CO 502

TECHNIQUES OF COUNSELING

(3 credits)

A practical application of the basic theories and techniques of individual counseling. A helping skills model will be utilized. Listening, responding and action-oriented techniques for individual counseling will be addressed. A grade of B or better is required for successful completion of this course.

CO 503

PSYCHOLOGY OF SPECIAL EDUCATION

(3 credits)

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

CO 504

FAITH DEVELOPMENT AND SPIRITUAL FORMATION

(3 credits)

Cognitive, moral and faith development and formation processes and their relationship to the life cycle. This course will survey theories and research findings on cognitive, moral and faith development and relate them to children, youth and adults.

CO 507

GROUPS FOR CHILDREN AND ADOLESCENTS

(3 credits)

The study of information, skills and attitudes needed to run therapeutic groups for children and adolescents in both an educational and community setting. Students will also study the dynamics of group process.

CO 508

CAREER DEVELOPMENT THEORY AND PRACTICE

(3 credits)

A survey of theories and practices relating to career development with children, adolescents and adults in the context of changing economics, psychological, social and educational contexts. (Prerequisite: CO 501)

CO 509

PERSPECTIVES ON PERSONALITY

(3 credits)

The interaction and effects of forces that influence personality development, from the psycho-analytic theories of Freud and Jung to the ego psychologists and the behavioral and existential psychologists.

CO 510

MARRIAGE AND FAMILY THEORY AND THERAPY

(3 credits)

An overview of the major theories, issues and current research in family systems theory with an application to counseling.

CO 511

PSYCHOLOGICAL TESTING

(3 credits)

The study of major concepts in psychological testing. Surveys major assessment instruments used in the areas of intelligence, personality, aptitude, achievement, and behavior. Practice in administering, scoring and interpreting aptitude, achievement and behavioral assessments.

CO 512

SEMINAR IN DEVELOPMENTAL PSYCHOLOGY

(3 credits)

A review and update of theoretical and research material relevant to human development from birth to adolescence. Special emphasis will be placed on developmental dynamics as they relate to social issues, multicultural concerns and educational intervention. A research paper is required.

CO 513

PSYCHOLOGY OF GROUP DYNAMICS

(3 credits)

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

CO 514

ORGANIZATION AND ADMINISTRATION OF PUPIL PERSONNEL SERVICES K-12

(3 credits)

This course will review the philosophy of educational counseling and psychological services within a school setting, as well as objectives and goals based

on current theory and research. Professional orientation including roles and responsibilities of the educational counselor and school psychologist will be covered. Special topics will include referral resources, parental conference techniques and relationship with administration and staff.

CO 516

STUDENT DEVELOPMENT THEORY AND RESEARCH

(3 credits)

This course will survey current theories and research findings related to college student development. It will include an overview of models for translating theory to practice as well as assessment techniques for individuals, groups and the social environment.

CO 517

ORGANIZATION AND ADMINISTRATION OF STUDENT SERVICES

(3 credits)

The strategies, techniques and issues related to the organization and administration of services including organizational structure, staff selection, training supervision, budgeting, planning, policy development and leadership.

CO 518

PSYCHOPATHOLOGY

(3 credits)

An advanced study of abnormal human behavior including a description of symptoms, causes and treatment. Consideration of DSM-IV and case studies will be included.

CO 519

FUNDAMENTALS OF SCHOOL COUNSELING

(3 credits)

A comprehensive overview of educational counseling services. Professional orientation, school law and ethical issues are emphasized. Program planning, technology for counselors and contemporary issues are also addressed.

CO 520

ENROLLMENT MANAGEMENT IN HIGHER EDUCATION

(3 credits)

Theory and research of admissions, retention, recruitment and financial aid will be discussed. The goal will be to understand the strategies of enrollment management.

CO 522 (CTM 505)

THEOLOGICAL FOUNDATIONS FOR MINISTRY

(3 credits)

This course begins by exploring Christian ministries grounded in Jesus' proclamation of the good news of the kingdom, his death and resurrection; and then examines the character and tasks of the church and of the campus ministry. Theological foundations, problems and practical models are examined. (Seminary course cross-listed.)

CO 523 (CTM 609)

DISCIPLESHIP, SPIRITUAL FORMATION & SOCIAL CHANGE

(3 credits)

An experiential course combining reading, group sharing and journaling to help each student grow in personal faith and understand the inter-relationship between inner spiritual formation and societal transformation. (Seminary course cross-listed.)



CO 525

FOUNDATIONS OF CHRISTIAN SPIRITUALITY

(3 credits)

A combination lecture/small group course exploring Christian faith in action, with a focus on spiritual disciplines, especially the dynamics of journaling and prayer. Requires a small group experience practicing one or more of the spiritual disciplines.

CO 526

BEHAVIOR MANAGEMENT STRATEGIES

(3 credits)

The study of functional assessment as well as methods of increasing appropriate behavior and decreasing inappropriate behavior in a variety of settings will be explored. This course will include study of learning theory, data collection, goal development, use of contracts, reinforcement and consequences and consultation skills.

CO 527

PSYCHOLOGY OF HUMAN DIFFERENCES

(3 credits)

This course will examine the differences manifested by individuals and will particularly include cultural and gender differences. It will also include personality and social factors which affect learning and personal adjustment.

CO 530

SPECIAL TOPICS

(3 credits)

A one-semester course on a topic of special interest and relevance to counseling. The number of hours is determined by the department. (Prerequisites are indicated when applicable.) Advanced level.

CO 531

SUBSTANCE ABUSE AND CRISIS INTERVENTION COUNSELING

(3 credits)

This course will focus on effective interventions in various problems faced by children, adolescents and their families. The emphasis is on understanding the nature of crisis

intervention with specific attention to suicide, domestic and sexual violence, substance abuse and psychopathology. Information on the effect various substances have on the individual's physiological, sociological and psychological systems and effective approaches for rehabilitation will be covered. (Prerequisites: CO 501; 502 or 601)

CO 532

ADOLESCENT DEVELOPMENT

(3 credits)

This course will focus on healthy adolescent development, values, limitations and implications for counseling. By understanding the ways in which development is influenced by various contexts in which it occurs, emotional, behavioral or social functioning that is problematic in adolescents can be more effectively assessed and treated.

CO 540

COUNSELING MEN AND BOYS

(3 credits)

This course reviews for students the key issues facing boys as they grow up. It also examines the psychological dynamics of adult males and teaches effective strategies for working with men and boys in counseling and church contexts.

CO 600

DIRECTED STUDY

(3 credits)

Development of an independent study or research project under the guidance of a professor. Permission of the department and the Dean is required before registering.

**CO 601
COUNSELING CHILDREN**

(3 credits)

A conceptual framework for developing therapeutic interventions for children will be addressed. Students will be exposed to a variety of therapeutic techniques and begin to translate their current clinical skills and knowledge to the language of the child. Specific issues related to counseling children will be addressed. (Prerequisites: CO 501,512)

**CO 605
RESEARCH DESIGN/STATISTICS**

(3 credits)

Analysis of major types of social science research, familiarization with bibliographical sources and literature survey procedures; evaluation; implication and application of research; basic statistics; survey of computerized statistical programs; and practice in common statistical and research procedures.

**CO 610
PRACTICUM IN MARRIAGE AND FAMILY THERAPY**

(3 credits)

This course is designed to provide professional orientation, integration of spirituality issues with, and to increase practical experience in, the area of marriage and family therapy prior to beginning the internship experience. (Pre-requisites: CO 501, 502, 509, 510)

**CO 612
PRACTICUM IN PSYCHOTHERAPY**

(3 credits)

Designed to provide students with advanced and in-depth appreciation of numerous issues and modalities of coun-

seling and psychotherapy. Emphasis will be placed on understanding, experiencing and applying various approaches to psychotherapy. (Prerequisites: CO 501,502,509)

**CO 615
ADMINISTRATION AND INTERPRETATION OF INTELLIGENCE TESTS**

(3 credits)

This course will focus on assessment of cognitive ability with an emphasis on the Wechsler scales. Evaluation of learning styles and cognitive processes will be introduced. The assessment of special populations will be addressed, as well as the impact of various cultural factors on assessment. Statistical and clinical interpretation, integration of data from various sources and data reporting will be presented.

**CO 616
PSYCHO-EDUCATIONAL ASSESSMENT: LEARNING AND ACHIEVEMENT**

(3 credits)

This course will focus on various measures of student learning. Standardized measures of achievement and aptitude will be emphasized. Informal techniques and fundamentals of curriculum-based assessment will be introduced. Data interpretation will focus on identifying learning problems and developing intervention plans. Statistical and clinical interpretation, integration of data from various sources and data reporting will be presented. (Prerequisite: CO 615)

**CO 623
ADMINISTRATION & INTERPRETATION OF PERSONALITY TESTS**

(3 credits)

The impact of personality functioning on a student's education will be the major emphasis. Both projective techniques and standardized rating scales will be utilized. Statistical and clinical interpretation, integration of data from various sources, and data reporting will be presented. (Prerequisites: CO 509, 518, 615, 616)

**CO 627
PRACTICUM IN SCHOOL PSYCHOLOGY**

(3 credits)

This course is designed to provide professional orientation and to increase practical experience in the field prior to beginning the internship in school psychology. Students will broaden their understanding of psychological services and special education law, and will continue to refine assessment and report-writing skills. (Prerequisites: CO 501, 502, 503, 509, 512, 514, 518, 526, 615, 616; Pre or CO-requisite: CO 623)

**CO 628
SCHOOL PSYCHOLOGY INTERNSHIP I**

(3 credits)

To be eligible for this course, the student must have approval of department and be in "Good Academic Standing." Internship I requires a minimum of a 500-hour supervised experience as a school psychology intern in an approved setting. Both individual and group supervision will be provided. (Prerequisites: CO 507,627) Graded Pass/Fail

**CO 629
SCHOOL PSYCHOLOGY INTERNSHIP II**

(3 credits)

Internship II requires a minimum of 500-hours supervised experience as a school psychology intern in an approved setting. Both individual and group supervision will be provided. (Prerequisite: CO 628) Graded Pass/Fail

**CO 634
SCHOOL COUNSELING PRE-PRACTICUM**

(3 credits)

This course is designed to prepare students for field placement. Students will observe and participate in a variety of educational counseling experiences. Students with a background in education are to complete the required 60 hours of assigned pre-practicum experiences. Non-educators are required to complete an additional 15 hours of classroom observation. At least 30 of the required hours are to have been completed during the prerequisite courses. Appropriate documentation of all assigned experiences is required. (Prerequisites: CO 501, 507, 511, 514, 519, 526; EDU 501; [elementary] CO 512, 601; [secondary] CO 502)

**CO 635
ELEMENTARY SCHOOL COUNSELING PRACTICUM**

(3 credits)

In order to be eligible for this course, the student must have approval of the department and be in "Good Academic Standing." The practicum is a 300-hour supervised experience in an approved elementary setting that emphasizes skills relevant to educational counseling. Group and individual supervi-

sion provided. Ethical considerations are reviewed.

(Prerequisites: CO 508, 518, 527, 634) Graded Pass/Fail

**CO 637
SECONDARY SCHOOL
COUNSELING PRACTICUM**
(3 credits)

In order to be eligible for this course, the student must have approval of the department and be in "Good Academic Standing."

The practicum is a 300-hour supervised experience in an approved secondary setting that emphasizes skills relevant to educational counseling. Group and individual supervision provided. Ethical consideration are reviewed. (Prerequisites: CO 508, 518, 527, 634)

**CO 650
DYNAMICS OF SEX THERAPY**
(3 credits)

This course is designed to explore ways of understanding and relating human sexuality to the therapeutic experience through the development of diagnostic and counseling skills.

**CO 653
APPROACHES TO CHRISTIAN
COUNSELING**
(3 credits)

As students prepare to graduate, this course helps them learn to develop a cohesive approach to counseling that integrates who they are with psychological and Christian principles. The course also helps students understand how to develop an effective and sustainable practice.

**CO 675
INTERNSHIP I AND SEMINAR**
(3 credits)

To be eligible for this course, the student must have approval of the department, have completed at least

eight required courses and be in "Good Academic Standing."

This internship requires a minimum of 150 hours of supervised counseling, student development or spiritual formation experience in an appropriate work setting. Both individual and group supervision will be provided. Seminar topics include studies of professional roles and functions, professional organizations, trends, ethical and legal standards, and professional certification/licensure issues. (Community/Clinical Counseling prerequisites: CO 501, 502, 509, 513, 518 and 600 or 601. Student Development Counseling prerequisites: CO 501, 502, 516, 517. Spiritual Formation Counseling prerequisites: CO 501, 502, 504, 523) Graded Pass/Fail

**CO 676
INTERNSHIP II AND SEMINAR**
(3 credits)

The second part of the internship also requires a minimum of 150 hours of supervised experience in an approved setting in order to provide in-depth training and practice. Both individual and group supervision is

provided. Seminar topics will cover a variety of areas regarding treatment strategies and improving skills. (Prerequisite: CO 675) Graded Pass/Fail

**CO 677
INTERNSHIP IN MARRIAGE
AND FAMILY THERAPY I**
(3 credits)

To be eligible for this course, the student must have approval of the department, have completed at least eight required courses and be in "Good Academic Standing." This internship requires a minimum of 150 hours of supervised experience in an appropriate work setting in order to give students an opportunity to gain therapeutic experience with couples and families. It will provide a venue to synthesize the skills and knowledge acquired throughout the program. Many of the goals of the course will be met through the student's placement experience. These experiences will be supported with marriage and family readings, classroom discussion, role play, videos, group and individual supervision. (Pre-requisites: CO 610) Graded Pass/Fail

**CO 678
INTERNSHIP IN MARRIAGE
AND FAMILY THERAPY II**
(3 credits)

The second part of the internship also requires a minimum of 150 hours of supervised experience in an approved setting in order to provide in-depth training and practice. This class will focus primarily on therapy with couples and families, and on methods of working with individuals in therapy utilizing marriage and family techniques. (Pre-requisite: CO 677) Graded Pass/Fail

Economics

**ECON 511 (99)
GLOBAL MACROECONOMIC
ANALYSIS**
(3 credits)

An analysis of the working of a market-directed economy as a whole. Topics include a study of how economic forces and policies affect total income and output, employment, and the general level of prices; consumption and investment; unemployment, inflation, and the trade-off between them; economic growth; monetary and fiscal policies; interest rates; foreign exchange rates and international trade. Emphasis on using the tools of macroeconomic analysis to understand problems in today's world. (Prerequisite: ECON 223 or ECON 203, 204)

**ECON 512
MANAGERIAL ECONOMICS**
(3 credits)

The integration of principles from various fields of business and economics, with an emphasis on management decision making and policy formation.



Also involves integration of theory, methodology and analytical tools for the purpose of making decisions about the allocation of scarce resources in public and private institutions. Focuses on basic economic concepts in the areas of consumer behavior, production and cost, pricing and structure of the economy. (Prerequisites: ECON 223 or ECON 203, 204; BUSA 223)

ECON 513 (99)
ECONOMIC DEVELOPMENT OF DEVELOPING COUNTRIES
(3 credits)

A survey of the special economic problems of developing countries, theories of economic development and methods and techniques needed to promote growth. (Prerequisite: ECON 223 or ECON 203, 204)

ECON 514
URBAN ECONOMICS
(3 credits)

Analysis of major economic problems of urban-suburban areas: taxation, financing of urban services, education, transportation, residential and industrial development, recreation and parks, and metropolitan planning. (Prerequisite: ECON 223 or ECON 203, 204)

ECON 515
APPROPRIATE TECHNOLOGY SEMINAR
(3 credits)

Examines a variety of appropriate technologies in relevant sectors such as energy, transportation, food processing, construction and agriculture, and institutional settings such as cooperatives, and credit unions, to identify promising small business applications of those technologies within the developing world.

ECON 522
HEALTH CARE ECONOMICS
(3 credits)

Using the case study method, students will examine and analyze three real-life examples of issues facing the health care manager in the health care setting. The process of evaluation includes both economic and ethical analysis. Students are required to include an executive summary of approximately 3-5 pages and an economic analysis for each case. Students are encouraged to use a spreadsheet program for the economic analysis of each case. (Prerequisite: ECON 223 or ECON 203, 204)

ECON 563
ECONOMIC SYSTEMS AND COMPARATIVE VALUES
(3 credits)

Integrates an examination of the cultural significance of economic systems with a normative investigation that focuses on the critique from a Christian perspective of dominant economic ideologies. Highlights the cultural relativity of economic systems while exploring the problems and prospects of attempting a credible Christian critique of economic systems from a cross-cultural standpoint.

ECON 611
MONEY AND BANKING
(3 credits)

A study of the role of money, depository institutions, the Federal Reserve system and financial markets, and their impact on the United States and world economies. Topics include monetary theory and policy, the functioning of banks and other financial institutions, financial deregulation, money and capital markets, interest rates and foreign

exchange rates, and international finance, including Third-World debt problems. (Prerequisite: ECON 511)

ECON 613
THE WORLD ECONOMY
(3 credits)

Designed to familiarize students with the international environment in which businesses operate. Students acquire an awareness of, and an appreciation for, the diversity and complexity of the international environment. The course is about markets (the economic dimension), power (the political dimension), and culture (the social dimension) under conditions of global interdependence. (Prerequisite: ECON 223 or ECON 203, 204)

ECON 615
EMERGING MARKET ECONOMIES
(3 credits)

The course discusses major economic issues concerning emerging market economies and developing nations. An overview of international economic and political relations since World War II is presented. The topics covered include: The economic decline of Sub-Saharan Africa, sustainable economic development, global debt crisis, a critical analysis of the transition to market economies, a comparison of economic reform in China and Russia, GATT, World Bank and IMF, privatization, role of multinationals in developing nations and emerging market economies and world trend of economic power. (Recommended Prerequisite: ECON 513)

ECON 630
ECONOMIC FORECASTING
(3 credits)

Major forecasting methodologies are covered, including moving averages, decomposition, economic indicators, exponential smoothing, ARIMA, multiple regression and econometric models. (Prerequisite: ECON 223 or ECON 203, 204)

ECON 661
GOD'S KINGDOM IN ECONOMIC DEVELOPMENT
(3 credits)

The student will develop and articulate his own Christian response to ethical issues faced in economic development and write this as a practical theology of development. The student will come to an understanding of gender and how gender roles determine the social and economic history of women as cultures pass from "traditional" to "modern" status. Each student will be introduced to environmental issues in development as well as environmental ethics and ecological economics. Students will study the basic ideology and philosophy of the market system as it compares with other ideologies of exchange.

ECON 663
WOMEN IN ECONOMIC DEVELOPMENT
(3 credits)

Approaches the concerns of women in development from an anthropological perspective. Primary purpose is to foster the view that it is in the interest of men as well as women to attend to the concerns and status of women. Intent is to train students to be female-sensitive, not female-biased, as facilitators of development.

Economic Development

EDEV 500 COMMUNITY ORGANIZATION (3 credits)

This course will develop a Christian framework for community organizing and equip students to enter a community properly, knowing the different methods of community organizing following an incarnational model. Students will build an economic development strategy based upon the preferences of community residents. Combined with CBDT.

EDEV 510 DEVELOPMENT STRATEGIES (3 credits)

Development strategies will examine the major ideologies driving development work in developing countries and define a Christian holistic development ideology. This class will also examine specific development processes and strategies that are used at the regional and village level.

EDEV 520 CROSS-CULTURAL SKILLS & UNDERSTANDING (3 credits)

Each student will understand the major teachings of world religions as well as traditional religious practices, with special focus on how religious world views impact the economic development process and receptivity to the gospel. Students will learn to understand social structures, with a view to (1) finding their roles as developers, (2) envisioning and enacting change that is

culturally appropriate, and (3) challenging local structures that are unjust or anti-Christian. Each student will be familiar with the LAMB principles of language acquisition and be equipped to put them into practice.

EDEV 530 FINANCE & MANAGEMENT (6 credits)

This class will integrate skills used in managerial accounting for developing enterprises, accounting for nonprofit organizations and small business management. The student will learn finance, management and marketing in relation to small business and be equipped to utilize ratio analysis, cash flow and break-even analysis. The student will be equipped to utilize computer modeling for financial analysis. (Prerequisites: BUSA 360, ACCT 223)

EDEV 534 PRACTICAL FINANCE AND MANAGEMENT (3 credits)

Most who find themselves in positions of Christian leadership throughout the world have little or no background in managing either personal or organizational finances from a scriptural perspective. The purpose of this course is to develop spiritual principles of financial stewardship which are then focused on both personal and organizational financial contexts. The learner will develop competencies in basic book keeping, interpretation of financial statements, and financial management.

EDEV 535 PRACTICAL FINANCE AND MANAGEMENT II (3 credits)

This course is an extension of the core course in Practical Finance and Management I. It is designed to sharpen competencies in understanding and using financial information, designing and utilizing financial control systems, and developing and managing the budgetary process.

EDEV 540 LEADERSHIP AND EMPOWERMENT (3 credits)

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

EDEV 630 SPECIAL TOPICS (3 credits)

A one-semester course on a topic of special interest and relevance to counseling. The number of hours is determined by the department. (Prerequisites are indicated when applicable.)

Education

EDU 500 A CHRISTIAN PERSPECTIVE ON THE SOCIAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION (3 credits)

This course looks at the social and philosophical foundations of education from a distinctly Christian point of view. It aims to give a historical perspective to modern education by an in-depth study of significant contributors to educational theory.

EDU 501 ISSUES IN SPECIAL EDUCATION (3 credits)

This course is designed to provide a full overview of the historical analysis of Special Education: classifications/ definitions and patterns of behavior; description of assessment and intervention strategies, legislation and litigation, outside forces that influence Special Education, and an introduction to the people in Special Education and their relationship to the system. Students will concentrate on their particular area of education as it relates to Special Education. (Prerequisite: EDU 500)

EDU 503 EDUCATION AND ASSESSMENT OF EXCEPTIONAL STUDENTS (3 credits)

This course is designed to present traditional procedures employed in the referral, screening, assessment, identification and placement of exceptional children. Also included is the development of Individual Educational Plans (IEPs) to insure appropriate educational programming. Emphasis will be on inclusive assessment tech-

niques. Students will examine and administer formal and informal assessments and develop an IEP. Alternative assessment techniques will also be explored. A field placement of two hours per week is required for this course. (Prerequisite: ED 501 or permission of instructor.)

**EDU 504
MUSIC FOR CHILDREN**

(3 credits)

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

**EDU 505
CLASSROOM PROCEDURES
AND TEACHING TECHNIQUES
FOR MULTI-HANDICAPPED**

(3 credits)

A hands-on experience in techniques for teaching the multi-handicapped and severely retarded. Specialized techniques will include behavior management, task analysis, using adaptive equipment and prosthetic devices, prompting and cuing, augmentative communication systems, positioning and handling, and inclusion techniques. (Prerequisite: EDU 501 or permission of instructor.)

**EDU 506
SCIENCE AND HEALTH FOR
CHILDREN**

(3 credits)

Content, methods and materials which relate to the teaching of science and health in the elementary school. Research in appropriate curriculum is required. (Prerequisite: A lab science course.)

**EDU 507
MOVEMENT AND RHYTHM
FOR CHILDREN**

(3 credits)

Resource methods and materials for participation in rhythmic activities, movement exploration and low-level games. Opportunity for teaching and creativity is provided. Research in appropriate curriculum is required.

**EDU 508
SOCIAL STUDIES AND ARTS
FOR CHILDREN**

(3 credits)

A skills approach course stressing creative methods in teaching social studies. Students prepare units for classroom presentation using resources which facilitate group involvement in art, music and literature. Research in appropriate curriculum is required.

**EDU 509
SEMINAR IN SECONDARY
EDUCATION**

(3 credits)

A comprehensive approach to methods and materials appropriate for teaching adolescents. This will include field experiences with the major academic area in the middle/secondary schools.

**EDU 510
MATHEMATICS FOR THE
TEACHER OF CHILDREN**

(3 credits)

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 Association of Teachers of

Mathematics for Pennsylvania (ATMOPAV) conference.

Research in appropriate curriculum is required.

**EDU 511
LEARNING AND COGNITION**

(3 credits)

An in-depth examination of the research on issues of learning and cognition and how it applies to the classroom. A major research paper is required.

**EDU 512
TEACHING ENGLISH AS A
SECOND LANGUAGE**

(3 credits)

The methodology for teaching English as a Second Language. Especially appropriate for the classroom teacher who has non-English speaking students in the classroom.

**EDU 513
TEACHING OF FOREIGN
LANGUAGE & ENGLISH
AS A SECOND LANGUAGE**

(3 credits)

Includes the methodology for teaching French, Spanish and English as a Second Language for teachers of foreign language. This course should only be taken by students who plan to teach French or Spanish.

**EDU 514
THE TEACHING OF
ENGLISH-COMMUNICATION**

(3 credits)

A seminar designed for students who are interested in the teaching of English-Communications skills as well as improving their own writing and verbal fluency.

**EDU 515
ART FOR THE TEACHER**

(3 credits)

Students learn the basic drawing techniques, theories and methods which enable them to successfully teach art to elementary or secondary classes.

**EDU 516
TEACHING MATHEMATICS-
SECONDARY LEVEL**

(3 credits)

A variety of activities to facilitate the development of competent mathematics teachers, and knowledge related to the development and implementation of strategies for teaching mathematics.

**EDU 517
MULTICULTURAL EDUCATION**

(3 credits)

This interactive graduate seminar is designed to help students examine anthropological, historical, and sociological 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 the issues of multicultural education critically; to raise their own sensitivity toward diverse cultural groups; and to integrate their knowledge and sensitivity into applicable instructional plans. Students will explore their own multicultural past via the cultural autobiography method, prepare critical responses to reading assignments weekly and produce a creative project to be implemented in instructional settings.

EDU 520
SOCIOLOGY OF EDUCATION

(3 credits)

Analyzes the process whereby knowledge and skills are imparted, especially in formal settings. The analysis of educational activities, roles and structures—their form and content, their location in larger social structures, and their outcomes for individuals and collectives. Sociological approaches to education are comparative and cross-cultural, overlapping with anthropological studies.

Principal concerns include the relationship between social stratification and education and issues of justice raised by the hierarchical distribution of education in modern societies.

EDU 521
STATISTICS

(3 credits)

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

EDU 527
MORAL EDUCATION

(3 credits)

Study and evaluation of various approaches to moral education including biblical, Greek, Roman, values clarification, and thoughts of Plato, Aristotle, Erasmus, C.S. Lewis, Durkheim, Kohlberg, Dewey, Coles and others. Students will develop a personal philosophy of moral education and investigate ways to apply it to teaching in both public and private schools.

EDU 528
EARLY CHILDHOOD
EDUCATION: PRINCIPLES AND
PROCEDURES

(3 credits)

Discussion of current theories of early childhood education including Montessori method, Piaget approach, Progressive Movement, Behavioral Approach, and others. Models of preschool programs described: Infant Programs, Day Care, Head Start/Home Start, Parent/Child Centers, Programs for the Handicapped, and others. A research paper is required.

EDU 529
EARLY CHILDHOOD
EDUCATION: CURRICULUM
AND ASSESSMENT

(3 credits)

Emphasis on creating an environment conducive to early learning with reference to major early childhood program models and related classroom materials. Methods for assessment will be discussed and utilized with preschool children and programs. A research paper is required.

EDU 530
SPECIAL TOPICS

(3 credits)

A one-semester course on a topic of special interest and relevance to education. The number of hours is determined by the department. Prerequisites are indicated when applicable. Advanced level.

EDU 531
COMPUTERS IN THE
CLASSROOM

(3 credits)

A course designed to acquaint the teacher with the uses of computers in modern class-

rooms. Topics include word processing, grade books, data bases, LOGO, and an evaluation of educational software. A hands-on course based in the computer lab. No computer expertise is required.

EDU 535
URBAN EDUCATION

(3 credits)

Past and present issues of urban education. Survey of the special needs of urban educators and children. A research paper is required.

EDU 540
TEACHING IN THE CHRISTIAN
SCHOOL

(3 credits)

A study of the philosophy of the Christian school movement and the integration of faith and learning. The implementation of Bible studies into everyday life through drama, discussion, visuals, art, music, choral renditions, puppetry, role playing and identification will be explored. A research paper is required.

EDU 550
FIELD EXPERIENCE FOR THE
READING/LITERACY SPECIALIST

(3 credits)

A full-time field experience in a school requiring a minimum of 90 hours as a teacher's aid. The student must keep and submit a log of the experience. Students have an opportunity to work in a variety of situations from elementary children to college students. This course will be taken by those students who do not have teaching experience. There may be a combination of settings if approved by the Education Department. (Prerequisite: EDU 501)

EDU 550
FIELD EXPERIENCE:
SPECIAL EDUCATION

(3 credits)

A full-time 90-hour experience for all special education certification candidates. Under the supervision of a certified special education teacher, and with the approval of Eastern's Director of Special Education, students may work in no more than three educational settings, including one inclusion setting as a teacher aide. Assignments will include, but not be limited to, developing informal assessments and behavior management programs, IEP's and an in-depth research project. (Prerequisites: EDU 500 plus EDU 503 and 505.)

EDU 570
JUVENILE LITERATURE

(3 credits)

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

EDU 580
COMMUNICATION ARTS
FOR CHILDREN

(3 credits)

The content, methods and materials for teaching oral and written language skills. Listening, speaking, and creative and functional writing and their related skills will be stressed. The approaches of whole-language, literature-based reading instruction and process writing will be examined.

EDU 581
METHODS OF NONVERBAL COMMUNICATION IN THE CLASSROOM

(3 credits)

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

EDU 582
METHODS OF CLASSROOM MANAGEMENT

(3 credits)

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

EDU 583
EARLY INTERVENTION IN INCLUSIVE SETTINGS

(3 credits)

Practical and useful procedures for working with special needs infants, young children and their families. Emphasis is placed on importance of social, cognitive and sensory motor development, and appropriate service delivery in an inclusive setting as required by major legislation mandates. A field observation of at least 2 hours per week (20 hours total) in an

approved classroom or agency is required. This may be completed in conjunction with any Education methods or Special Education course. (Prerequisite: EDU 201.)

EDU 600
DIRECTED STUDY

(3 credits)

Development of an independent study or research project under the guidance of a professor. Permission of the department and the Dean is required before registering.

EDU 601
DEVELOPMENTAL READING

(3 credits)

An eclectic approach to the reading process is explored, considering student learning modes and abilities. A holistic view of the various reading systems such as phonics, linguistics, organic and experience based, individualized reading. Juvenile Literature is considered a basic part of instruction in reading. The scope of the course covers beginning reading, reading in the content areas, and reading difficulties of some children. Students will tutor a child for a minimum of 10 hours during the semester. Appropriate research will be explored.

EDU 602
READING DISABILITIES

(3 credits)

Students examine the physiological, psychological, sociological, neurological and educational factors contributing to literacy acquisition. They explore various theories, research findings and diagnostic procedures involved in diagnosing and remediating reading difficulties.

Diagnostic teaching is emphasized along with portfolio assessment. A resource file will be developed for future use. The student is expected to do a full battery of reading tests and write a case study on one youngster. (Prerequisite: EDU 601 or the equivalent)

EDU 603
READING IN THE CONTENT AREA

(3 credits)

Developmental reading for secondary education majors which meets state standards for certification in a content area. The prospective teacher will be introduced to theories about the interrelationship between the reading process and the learning process. Focus is placed on expository reading development in content areas such as language arts, mathematics, science, social studies, and music, as well as the use of literature in middle and secondary classes. Emphasis is on effective teaching practices which aid students' comprehension, vocabulary, critical thinking, studying and writing. A review of recent research on improving reading development.

EDU 604
DIAGNOSIS, ADJUSTMENT, AND REPORTING OF LITERACY PROGRESS

(3 credits)

This course should be taken following Reading Disabilities. It will expand the educator's knowledge of on-going diagnostic instruction through the use of testing, observation and portfolio assessment. The student will

learn to administer the Slosson Intelligence Test (SIT-R) and the Kaufman Brief Intelligence Test, administer the Woodcock Reading Mastery Test-Revised and give hearing and vision screenings. Various programs of remediation and intervention will be examined. The student will be guided in writing a diagnostic report explaining their testing results and designing a program for growth in literacy for an individual student. (Prerequisite: EDU 602)

EDU 605
MULTICULTURAL LITERACY

(3 credits)

This course is designed for education majors and graduate students interested in teaching language and literacy skills to our culturally diverse school age population. Attention will be paid to the philosophy, methodology and implementation of multicultural literacy instruction, and a review of literature that meets the needs of our diverse classroom settings.

EDU 607
SUPERVISION OF INSTRUCTION

(3 credits)

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

EDU 608**SEMINAR FOR SUPERVISORS**

(3 credits)

This organizational management seminar was developed to aid the student in analyzing the role of the supervisor. The factors which affect organizational management and the school environment as well as working relationships will be discussed. State and local law and the function of the school board in policy determination which will affect the school program will be discussed. Students will have the opportunity to design a school program along with the staff development and the budget process necessary to support that instructional program.

Prerequisites: EDU 607

Supervision of Instruction, EDU 622 Curriculum Design and EDU 623 School Law.

EDU 609**SEMINAR IN RESEARCH**

(3 credits)

The student is asked to review and discuss the pertinent research both past and present which has led to today's knowledge of the area of the Supervisory Certificate. The complex relationships of reading theory, research and practice will be explored. The course includes participatory teaching, collaborative inquiry and critique to provide the atmosphere for learning about major theories, research paradigms and pedagogy. The student will design a research project.

EDU 610**STUDENT TEACHING**

(3, 6 credits)

Observation and teaching in an approved classroom with guid-

ance and evaluation. At least 12 weeks of full-time student participation is required. Students must apply for student teaching at least two semesters in advance.

EDU 612**READING CENTER PRACTICUM**

(6 credits)

This is an off-campus experience which gives the student the opportunity to test, diagnose and design a program suitable for an individual or small group of youngsters. The clinician will take into consideration the elements of the cognitive and affective domains as well as curriculum and instructional content. Seminars are held to discuss planning, confer with colleagues, compare portfolios and critique lessons. Each clinician is expected to prepare a workshop suitable for staff development. Current research will be reviewed. Materials and programs in the area of literacy will be examined. (Prerequisites: All reading courses.)

EDU 614**PRACTICUM FOR THE SUPERVISOR**

(3 credits)

The student will spend 90 hours or more working with a Reading Supervisor in a school district under the supervision of a faculty member from Eastern College. (If the student is already an acting Supervisor in the area of certification in a school setting, the assignments will be fulfilled on the job with supervision from Eastern College.) A prescribed number of assignments must be completed which include, but are not limited to,

activities in program development, instructional improvement, policy determination, staff development, financial arrangements, role analysis and program evaluation.

EDU 620**PRACTICUM**

(3 credits)

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

EDU 623**CURRICULUM DESIGN**

(3 credits)

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

EDU 624**SCHOOL LAW**

(3 credits)

School law as it relates to agency control and structure, school organizations and their policies and procedures, school personnel and student rights are topics which will be studied. Implications of legal mandates, legal issues for public vs. private schools and special needs students will be cov-

ered. (A special section of this course will be required for Supervisors of Special Education which will cover Special Education legal issues in depth.)

EDU 640**THESIS**

(3 credits)

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

EDU 675**RESEARCH DESIGN**

(3 credits)

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

Health Science

HSCI 500**HEALTH PROMOTION**

(3 credits)

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

**HSCI 515
CURRICULUM DEVELOPMENT
IN HEALTH EDUCATION**

(3 credits)

Methods and sources of materials for health instruction at all levels. Research will be examined. (Prerequisite: 9 hours of health science and/or physical education theory or permission of the instructor. Core requisite: HSCI 516 or PHED 517)

**HSCI 520
NUTRITION EDUCATION**

(3 credits)

The basic roles of nutrients, their influence on the life cycle, nutrition therapy, health/wellness and weight control and methods of presenting this information. Also implications for political and societal change, consumer concerns and global food problems will be discussed.

**HSCI 521
HEALTH AND AGING**

(3 credits)

An overview of the aging process from a biological perspective. The demographics of the older adult population will be presented with respect to patterns of health and illness. Biomedical changes as they relate to aging body systems will be addressed. Problems of professional responsibility, medical care and facilities, and ethical issues will be discussed.

**HSCI 560
COMMUNITY AND
ENVIRONMENTAL HEALTH**

(3 credits)

The primary focus is on issues related to disease prevention, individually, in the community

and the nation. Mental and spiritual health, substance abuse, and consumer and environmental issues will be analyzed.

**HSCI 600
DIRECTED STUDY**

(1-3 credits)

Development of an independent study or research project under the guidance of a professor. Permission of the department and the Dean is required before registration.

**HSCI 601
WORLD HEALTH ISSUES**

(3 credits)

This course will focus on health issues. Disease incidence prevention and control data from the developed world and Third World will be analyzed.

**HSCI 660
CRITICAL ISSUES: SEXUALITY
AND SUBSTANCE ABUSE**

(3 credits)

Current issues in the areas of human sexuality as they relate to sexual development, birth defects, contraception, sexually transmitted diseases and abortion from secular and Christian viewpoints. The second major area of focus will be substance use and abuse in American society. Included will be drugs, drinks, medications, drug-abuse prevention and education. This course is designed to provide information helpful to current or future personnel in developing sexuality and drug/abuse education programs in schools, clinics and communities.

**Interdisciplinary
Studies**

**INST 500
PHILANTHROPY**

(3 credits)

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

**INST 561
CHRISTIAN MISSION AND
ECONOMIC JUSTICE**

(3 credits)

A Christian critique of the dominant models for community development presently employed in both developing countries and in economically depressed communities in the United States. These include conflict or coercion theories as well as integration or functionalist approaches. Special consideration is given to Christian-based programs for development of a conscience for responsible action. (Prerequisite: BIB 100)

**INST 562
BIBLICAL FAITH AND
ECONOMICS**

(3 credits)

An examination of diverse methodologies, hermeneutics, and conclusions about the meaning of biblical data for economic life today. Special attention will be given to a careful exegetical analysis of relevant biblical material. (Prerequisite: BIB 100)

**INST 564
CULTURAL ANTHROPOLOGY
AND ECONOMIC PERSPECTIVES**

(3 credits)

Introductory course designed to make students sensitive to cultural issues as they live, work and plan development work in their own and different cultures. Focuses on the use of anthropological research techniques in development work, understanding world views and cultural change, and the interaction of economics, development projects, and culture.

**INST 565
URBAN ANTHROPOLOGY**

(3 credits)

Examines characteristics of cities from an anthropological perspective. Ethnographic data is used to reveal the structure of social life that is unique to cities. Neighborhoods, networks, occupational groups and ethnic groups will be studied. Since Christian witness and development efforts that are contextualized are more effective, the course will conclude with an extended discussion of the relationship between an agent of change and the city environment.

**INST 567
URBAN SOCIOLOGY**

(3 credits)

Designed to cover the socio-economic factors controlling the process of urbanization in America and Third World countries. Focuses on the technology that has fostered urbanization, as well as on the ecological and demographic realities of the city. Strong emphasis on classical theoretical framework for urban studies.

INST 572
WORLD EVANGELISM AND ECONOMIC DEVELOPMENT
(3 credits)

This Christian mission/development integration course brings together experts from several dimensions of development ministry. Professors Sider, Engel, Escobar and Campolo are all contributing instructors. Topics include the doctrine of the Kingdom of God, contextualization, world evangelism, social justice, ministry to the poor, and spiritual formation. (Prerequisites: BIB 100 and BIB 101)

INST 630
SPECIAL TOPICS: CONTEMPORARY URBAN MINISTRY
(3 credits)

This course explores the changing face of ministry in an urbanizing world and studies the variety of new models, methods and ministry philosophies which are emerging. Through classroom interaction, site visits, interactive learning experiences and reading, students will gain an understanding of the dramatic changes taking place in the urban context and evaluate the relative effectiveness of historic, contemporary and innovative strategies for ministering in the city.

INST 630
SPECIAL TOPICS: NEIGHBORHOOD ECONOMIC DEVELOPMENT
(3 credits)

This course is a seminar designed to provide students with: 1) an historic background on the origins and changing goals of neighborhood economic development; 2) a review of contemporary economic and community development issues and

programs conducted by public, private and faith-based neighborhood groups; 3) an overview of economic development programs and policies in urban centers; and 4) knowledge of the qualities of successful neighborhood, church-based economic development.

INST 630
SPECIAL TOPICS: THE SOCIAL DYNAMICS OF CHURCH-BASED ECONOMIC DEVELOPMENT
(3 credits)

This course will survey models for the organization of micro entrepreneurship programs in the context of urban churches. Small group concepts of Cooley, MacIver, Mead, Shils, Parsons, and others will be reviewed. The theological dimensions of small-group development also will be explored. The purpose of this course is to develop a rudimentary model for micro economic programs in a church setting.

INST 630
SPECIAL TOPICS: URBAN PROPHETS AND ARTISTIC EXPRESSION
(3 credits)

From the cantings of Jeremiah in the Old Testament to the Hip-Hop rappers of the urban street, art has served as a vehicle of communication in calling the world to a sense of social justice. With "fire in their bones" prophets have not kept silent, even when an often comfortable and averted church would prefer they go away. This course looks at the meaning of prophecy as a vehicle for calling an unjust world into justice and righteousness. It then applies the arts: music, dance, theater, and art as vehicles of communication by urban prophets throughout his-

tory who have used them as persuasive commentary on current urban problems, and calls to a better and just world. Further, it looks at the lives of urban artists and explores their unique experiences which thrust them into an urban world with a prophetic message.

INST 630
SPECIAL TOPICS: SPIRITUAL FORMATION FOR CHRISTIAN LEADERSHIP
(3 credits)

This course is designed for Christian leaders who have settled many of the basic issues of Christian discipleship, find themselves longing for increased depth and authenticity in their relationship with Christ, and who are willing to take costly steps to open themselves in new ways to allow God to meet them and transform them. A weekly journal will be kept and periodic reflective writing will focus and express new learning and commitments.

INST 664
CHRISTIAN MISSION AND SOCIAL TRANSFORMATION
(3 credits)

A theological framework for the understanding of the relationship between Christian mission and the processes of social transformation. Explores biblical models and paradigms, as well as historical examples of how Christian mission has generated social change and how missionaries have interpreted it. Special attention to contemporary approaches to development, revolution and liberation. Includes field visits to churches and agencies involved in mission within situations of social change. (Prerequisite: BIB 100)

INST 665
URBAN SOCIAL WELFARE IN AMERICA
(3 credits)

An exploration of the range of societal responses to typical urban social problems. Includes critical examination of the social welfare perspectives. Students examine antecedent value sets and philosophical underpinnings; the societal structures and institutions in which societal response is embodied and the facility of these social structures and institutions to mediate well-being and wholeness; and current economic/ political realities of social welfare. The common starting point for course participants and the framework for critical analysis is the biblical mandate that people live by the work of their hands and that "true justice" be administered in society.

INST 670
COMMUNITY REVITALIZATION STRATEGIES
(3 credits)

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

INST 671
ENVIRONMENTAL SCIENCE IN STEWARDSHIP PERSPECTIVE
(3 credits)

Examines the connections between environmental science, responsibility to be stewards of Creation, and development in the economically poorer countries. Areas of focus include an intro-

duction to the theology of Creation; an overview of basic ecological concepts; an examination of the major areas of environmental concern, including human population growth, food production, living and non-living resources, and pollution; and the role of politics and economics in environmental management.

INST 674

STRATEGIES OF EVANGELISM

(3 credits)

Examination of contemporary issues in evangelistic strategy: the challenge of world evangelization, spiritual decision processes and conversion, analysis of the unreached, the role of the church and interpersonal witness, the use of mass media, and contextualization.

Language

FRENCH

FRE 600

DIRECTED STUDY

(3 credits)

Development of an individual study or research project under the guidance of a professor. Permission of the department and the Dean is required before registering.

FRE 611

FRENCH CULTURE AND CIVILIZATION

(3 credits)

Introduction to geography, history, music, art, and other phases of culture and civilization of France.

FRE 612

THE FRANCOPHONE WORLD

(3 credits)

The history, geography and culture of French-speaking

countries, their development, and their relationship to one another and the world.

FRE 613, 614

SURVEY OF FRENCH LITERATURE

(3 credits)

From the "Chanson de Roland" to the present with attention to major movements.

FRE 615

FRANCOPHONE LITERATURE

(3 credits)

A selection of literature in French from Africa, Canada, and the Caribbean in all genres. Taught in French.

FRE 618

ADVANCED GRAMMAR AND COMPOSITION

(3 credits)

This course includes intensive 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.

FRE 623

SEVENTEENTH CENTURY FRENCH THEATRE

(3 credits)

A study of classic French theatre, comedy and tragedy, including: Corneille, Racine and Moliere. Their works and contributions to world drama will be studied in depth. Taught in French.

FRE 624

TWENTIETH CENTURY FRENCH DRAMA

(3 credits)

A study of the authors and texts in twentieth century drama,

including Giraudoux, Anouilh, Beckett, Sartre and Camus as well as other authors. Their relationship to philosophical and religious tenets will be emphasized.

FRE 626

TWENTIETH CENTURY FRENCH NOVEL

(3 credits)

A study of the contemporary French novel and biography beginning with Colette, Proust, Mauriac, Gide, including Duras, Yourcenar and others. Their relation to one another and to philosophy, world literature and history will be analyzed. Taught in French.

FRE 630

SPECIAL TOPICS

(3 credits)

A one-semester course on a topic of special interest and relevance to the French language and culture. Advanced level.

FRE 631

FRENCH CULTURE TO THE PRESENT

(3 credits)

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. To be taught in English.

FRE 640

READING IN FRENCH LITERATURE

(3 credits)

Selected readings, written reports, periodic visits with the professor. Permission of the department is required.

LANG 510

LINGUISTICS

(3 credits)

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.

SPANISH

SPA 600

DIRECTED STUDY

(3 credits)

Development of an individual study or research project under the guidance of a professor. Permission of the department and the Dean is required before registering.

SPA 611

SPANISH CULTURE AND CIVILIZATION

(3 credits)

A cultural study of the Spanish civilization from the 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.

SPA 612

LATIN AMERICAN CULTURE AND CIVILIZATION

(3 credits)

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.

SPA 613, 614
SURVEY OF SPANISH
LITERATURE

(3 credits)

From the Medieval Epic to the present with attention to the major literary movements through reading selections from representative works.

SPA 615
HISPANIC AMERICAN
LITERATURE

(3 credits)

Representative authors of Hispanic-American literature from colonial times to the present.

SPA 618
ADVANCED GRAMMAR
AND COMPOSITION

(3 credits)

This course includes intensive 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.

SPA 620
READINGS IN SPANISH

(3 credits)

Selected reading, periodic visits with the professor and a written report. Permission of the department is required before registering.

SPA 630
SPECIAL TOPICS

(3 credits)

A one-semester course on a topic of special interest and relevance to the Spanish language and culture. Advanced level.

Nursing

School Nurse

NURS 508
LEGAL/MANDATED
RESPONSIBILITIES OF THE
SCHOOL NURSE

(3 credits)

Describes and demonstrates procedures carried out by physicians, nurses, dentists, teachers and others to appraise, protect and promote the health of students and school personnel. It is concerned with promoting the total health of the student, giving attention to the physical, emotional and spiritual aspects, recognizing their interdependence. Transcultural issues are presented and techniques for providing school health services to diverse populations are addressed.

NURS 509
THE SCHOOL NURSE AND
THE EXCEPTIONAL CHILD

(3 credits)

Gives students an awareness and appreciation of the uniqueness of the role of the school nurse in meeting the needs of children with handicaps, chronic emotional conditions and development disabilities served under PL 94-142/99-457. 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: NURS 508)

NURS 520
SPECIAL TOPICS

(1-3 credits)

A one-semester course on a topic of special interest and relevance to nursing. The number of hours is

determined by the department. Prerequisites are indicated where applicable.

NURS 530
PRACTICUM IN SCHOOL
NURSING

(3,6 credits)

This course will include 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 150 hours) of supervised practical experience in a school district - 10 hours health education, 20 hours special education, 60 hours secondary education, 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 experience and an evaluation from the school nurse's immediate supervisor, i.e., principal, must accompany the request for a reduced credit practicum. (See Prerequisites for this course in MEd School Health Services section of catalog.)

NURS 600
DIRECTED STUDY

(3 credits)

Development of an independent study or research project under the guidance of a professor. Permission of the department and the Dean is required before registration.

NURS 602
HOLISTIC HEALTH CARE
FOR CULTURALLY DIVERSE
NORTH AMERICANS

(3 credits)

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

NURS 615
PHYSICAL ASSESSMENT FOR
SCHOOL NURSES

(3 credits)

This course is designed to enable practicing and prospective school nurses to develop and apply skills of comprehensive health assessment including physical, developmental, mental, and neurological assessment of school-age children and youth. Data collection, data interpretation, and documentation will be emphasized. Activities are designed to facilitate acquisition of the skills necessary to perform physical assessment of the school-age child and adolescent. School nurses will be prepared to function more effectively.

NURS 691
EPIDEMIOLOGY AND
PUBLIC HEALTH

(3 credits)

This course covers the structure and function of public health principles and methods of using health care data for decision making. It emphasizes epidemiological techniques, demographics and environment in identifying and analyzing existing data sources.

FAST-TRACK MBA[®] COURSES

FOUNDATION COURSES

(0 credit but required for all students regardless of background) An overview of basic principles and concepts within foundational areas of business, including accounting, computer literacy, finance and economics.

MNGT 500 PRINCIPLES OF CONTINUOUS EDUCATION

(0-1 credit)

An introduction to the College and to group process and non-traditional business education. Self-assessment exercises identify learning styles and personality types. Learning-group simulations focus on clear and effective communications in work relationships.

MNGT 510 ISSUES IN MANAGEMENT

(2 credits)

Introduces students to a broad range of management theories and practices, with special emphasis on the role of business, issues in management and improving organizational performance.

MNGT 520 RESEARCH DESIGN

(3 credits)

Introduces students to critical market research tools—including current methods, instrument design, measurement criteria, and quantitative analysis—used to guide management decisions in an ever-changing marketplace.

MNGT 531 FINANCIAL THINKING I

(3 credits)

An in-depth study of the use of managerial accounting tools which assists in executing the decision making, planning, directing and controlling functions of management within a variety of organizational contexts.

MNGT 532 FINANCIAL THINKING II

(4 credits)

Further study of the importance of financial analysis for managerial decision making and impact of organizational setting (i.e., for-profit or non-profit) for financial reporting systems and controls.

MNGT 541 STRATEGIC THINKING I

(3 credits)

An introduction—within the context of a global economy—to the concepts and language of strategic marketing, customer service, product development and promotional strategies. Students are confronted with the real world of strategic planning through a marketing management computer simulation.

MNGT 542 STRATEGIC THINKING II

(3 credits)

A critical look at the process of strategic thinking, including mission, goal setting and strate-

gy implementation. Computer simulation teaches application of strategies in the global context. Critical to this study are the ethical, legal, social, and environmental issues inherent in business.

MNGT 550 MANAGEMENT COMMUNICATION

(3 credits)

An in-depth study of the critical role of effective communication in business, including such issues as successful negotiation, intercultural protocol, cross-gender relationships and conflict resolution.

MNGT 560 BUSINESS ETHICS

(3 credits)

A discussion and inquiry into the process of ethical analysis and moral discernment. The focus is on responsible thinking based on a system of values, resulting in managerial action which will promote the well-being of all business stakeholders.

MNGT 600 LEADERSHIP

(3 credits)

This course deals with contemporary theories and practices in the area of organizational behavior, including issues such as leadership, shared values, motivation, and team building.

MNGT 630 EXECUTIVE SEMINARS

(Four 1/2 credit seminars)

One-day seminars covering such business-related topics as entrepreneurship, change management, gender issues in the work place, and the future of information technology.

MNGT 650 QUANTITATIVE DECISION MAKING

(3 credits)

Recognizing the importance of cost-reduction practices, this course provides students with the necessary tools for making critical decisions concerning the effective allocation of resources.

MNGT 680 BUSINESS POLICY CAPSTONE

(4 credits)

Integrative by title, a capstone course brings together and summarizes all MBA courses, illustrating development, implementation, and reformulation of strategic management and organizational policy processes. Extensive use of case studies.

MNGT 690 NEW VENTURE PROJECT

(3 credits)

The development of a comprehensive project in the form of a written business plan, focusing on the identification, exploration, and feasibility of starting a new venture, incorporating an entrepreneurial focus and centering on collaborative cohort efforts. The New Venture Project is carried out over the entire length of the program.

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

Campus Services

ADMISSION

APPLICATION PROCEDURES*

Applications are available from the Graduate Admissions Office of Eastern College. Those wishing to apply for admission to any graduate program should submit the following:

- A completed application form
- A non-refundable application fee of \$135.00
- Official transcripts from all previous colleges attended
- Two letters of recommendation addressing the applicant's qualifications for graduate work and his/her providing a character
- Official results of GMAT (only for MBA programs), or NTE (only for MEd teaching certification programs)

Applications are available from, and all admissions information should be submitted to: The Graduate Admissions Office, Eastern College, 1300 Eagle Road, St. Davids, PA 19087-3696.

APPLICATION DEADLINE

Applications will be considered at any time of the year. However, to be assured a place in the entering class, prospective students are advised to have completed their applications at least two months prior

*See page 21 for Fast-Track MBA® admission requirements and procedures, as well as costs.

to the beginning of the semester for which they are applying (June 26th for the fall semester, November 11th for the spring semester, and March 13th for the summer semester). This will ensure adequate time for processing of admission, financial aid, and registration.

A student must reapply to a graduate program if they have deferred a full acceptance for two years and have not taken any graduate level courses at Eastern College.

All inactive files will be destroyed after two years if a student has never attended classes, and after five years if a student has attended classes at Eastern College.

ADMISSION REQUIREMENTS

Admission to a graduate program is open to all qualified college graduates, regardless of field of undergraduate study. Specific undergraduate foundation courses are required for students who do not have an adequate preparation to benefit from the graduate courses offered.

To be admitted to any program, the student must meet the following criteria:

- Possess a bachelor's degree in any field from an accredited college or university
- Have an overall undergraduate grade point average of at least a 2.5
- Complete an interview with the director of the respective program (required for education programs, but optional for business and counseling programs, at the discretion of the Graduate Admissions Committee)
- Obtain an acceptable score on the GMAT exam (MBA programs only), or the NTE (MEd certification programs only). All GMAT, TOEFL, and NTE official score reports are valid for a period of five years from date of examination.

ADDITIONAL REQUIREMENTS FOR INTERNATIONAL STUDENTS

Students from foreign countries whose native language is other than English must submit the official results of the Test of English as a Foreign Language (TOEFL). (Eastern's code number is 2220). Eastern College requires a paper-based score of 550 or a computer-based score of 213.

Important: the ability to read and write in English at the college level is a prerequisite to entrance into all programs.

All students whose native language is not English are also required to take the Comprehension of English Language Test (CELT) upon entering the institution. The CELT, administered by the College, is held the first week of the student's first semester. Based on the CELT score, the following options are implemented:

- Student has demonstrated adequate proficiency in English and may proceed with full-time load of graduate courses;
- Student is required to take Academic English for Non-Native Speakers at Eastern as part of the first semester load.

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

Upon acceptance to the graduate program and receipt of these documents, Eastern College will issue a Certificate of Eligibility (I-20).

Admission to the graduate programs at Eastern College is not automatic; that is, some applicants who meet or surpass minimum requirements may be denied acceptance. Eastern College reserves the right to reject any applicant for admission for reasons the college determines to be material to the applicant's qualification to pursue higher education. For example, a violation of integrity and

honesty in the application process is a serious offense, considered to be sufficient basis to deny admission.

STUDENT CLASSIFICATION AND DEGREE STATUS

A graduate student may be admitted as a degree student, a certificate student, or a non-degree student, depending upon the student's objectives. A student who has held only non-degree status and who later wants to apply for degree status must apply through the Office of Graduate Admissions. All students matriculated into degree programs must make formal application for degree candidacy by the mid-point of their programs. The Graduate Advisor will review requests for transfer credit, course waivers and course substitutions to ensure that all documents have been received, evaluated and forwarded to the Registrar.

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

Provisional Admission — Provisional admission is a temporary classification in which an applicant to our traditional graduate programs may remain for a period of **one semester** and take no more than six credits of any kind, and in which an applicant to our nontraditional graduate program (Fast-Track MBA®) may remain for a "period" of six credits. If the deficiencies that caused the provisional admission are not corrected by the end of these periods, the student may be dropped from the program.

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

Certificate Student — A certificate student is one who is engaged in a program of study leading to a certificate or equivalent recognition of accomplishment rather than a graduate degree program. Certificate students have the same College privileges and responsibilities as graduate degree students, except that they are not eligible for assistantships or scholar-

ships. Candidates for certification (but not a Master's degree) must submit the same credentials as degree applicants and be accepted before they can proceed with a program that will make them eligible for certification. Certification candidates must also complete an interview with the program director as well as take and obtain an acceptable score on the National Teachers Examination (NTE) Communication Skills and General Knowledge tests.

Undergraduate Student — An undergraduate student is one who has not obtained a baccalaureate degree.

Undergraduate students may register for graduate courses (500 level and above) for two purposes:

1. To undertake graduate course work as enrichment in the undergraduate program of study.

The student must have a least a 3.0 cumulative grade-point average, have senior standing (at least 95 earned credits), and have the written approval of their advisor, the Undergraduate Dean, and the Graduate Program Director overseeing the course(s) requested. The eligible student may enroll in two graduate courses before completing the bachelor's degree 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 undergraduate degree, but when doing so, cannot be counted for credit toward a graduate degree.

2. To earn graduate credit to be held in escrow until the student is eligible for admission to a graduate program of study.

For this purpose, the student must have a 3.6 cumulative grade-point average, have senior standing (at least 95 earned credits), and must have made formal application to the Graduate Admissions Office. The eligible student may enroll in two graduate courses before completing the bachelor's degree. The graduate credits will be billed at the graduate rate in addition to the student's regular undergraduate load. The graduate course(s) may not fulfill the requirements or credit hours of the undergraduate degree.

TRANSFER OF CREDIT

A maximum of nine graduate semester credits may be transferred from another accredited graduate program with the approval of the director of the appropriate program and the Dean of Graduate Programs. An official transcript for this coursework must be received by Eastern College in order for the course to be transferred. No credit will be granted for courses taken at another institution in which the student has earned less than a grade of "B."

Students wishing to transfer graduate credits may be asked to submit catalog descriptions, course outlines, texts used or other materials in order that proper credit be given.

Once admitted into an Eastern College graduate program, a student must obtain permission to take a course at another institution and transfer the credit to Eastern. Approval is granted by the appropriate program director and must be obtained prior to enrolling in the course. Courses taken at other institutions with the appropriate approvals are treated exactly the same as courses taken at Eastern College. That is, grades and credit hours earned appear on the Eastern College transcript and the quality points are calculated into the cumulative grade-point average. This does not apply to transfer credits earned prior to the student's enrolling at Eastern.

FOUNDATION COURSES

Undergraduate foundation courses are required for all

graduate students to insure that they have adequate preparation for graduate level material and the complete foundation of knowledge expected of a person completing a graduate degree. Specific requirements vary between programs. Consult the foundation guidelines listed for each program's curriculum.

Foundation requirements may be met in several ways:

- Demonstrating (by transcript) the completion of equivalent courses as part of an accredited undergraduate degree.*
- Taking foundation courses at Eastern.*
- Taking foundation courses at an accredited institution and providing an official transcript.*
- Taking a CLEP exam.*
- Taking an Eastern College designed test-out exam (offered only in isolated cases).*

All students must earn a grade of "C" or above, or pass CLEP/test-out exams per their stated requirements to meet foundational requirements. All business students must fulfill the foundation course requirements for their program of choice within the first full year of study at Eastern. Students enrolled in a course for which they have not completed the foundation course prerequisites, will be dropped from the course. Business students failing to complete their foundation course work within the allotted 12-month period will not be allowed to continue in their graduate course work.

Students may register for a graduate course for which they have completed the foundation work, while simultaneously completing the balance of their foundation courses. Any

exceptions to this policy must be approved by the academic advisor, the program director and the Dean of Graduate Programs.

CLEP EXAMINATIONS

Students who feel they have proficiency in any of the foundation course subject areas, but have not taken the course(s) for credit, may apply for exemption using the CLEP (College Level Examination Program) tests. These are standardized tests that may be taken at several locations in the metropolitan Philadelphia area (complete list found in CLEP catalog) by completing the College Level Examination Program Registration and submitting it to the test center. For more information, telephone CLEP at: (609) 771-7865.

FINANCIAL INFORMATION

TUITION

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

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

PAYMENT AND PAYMENT ARRANGEMENT OPTIONS

Bills are payable to the Student Accounts Office by the start of classes. Students are to have their arrangements and payments made by the due date to avoid unnecessary delays and possible penalties during the *Financial Clearance* period at the beginning of the semester. **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 payment plan after the first due date will be responsible for making multiple payments 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.

POLICY ON RELEASE OF ACADEMIC CREDENTIALS FOR PAST DUE ACCOUNTS

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

GENERAL EXPENSE DEPOSIT (GED)

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

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 college. Students may elect to donate their GED to the college upon graduation.

WITHDRAWAL AND REFUND OF TUITION

Institutional policy requires that students who wish to withdraw from courses are required to notify the Registrar in writing. Students who are **not** recipients of Title IV Federal financial aid (Stafford Loans) are eligible for a refund based on the following schedule:

Withdrawal during:

<i>the first two weeks</i>	100%
<i>the third week</i>	50%
<i>after three weeks</i>	0%

Students who receive Title IV Federal financial aid (Stafford Loans) and wish to withdraw from all courses should notify the Registrar in writing. If a student withdraws without notification, the last date of recorded class attendance will be used as the withdrawal date.

****First-time students** who are recipients of Title IV Federal financial aid (Stafford Loans) are eligible for a refund if they withdraw prior to the completion of 60 percent of the semester. Refunds are calculated based on the following schedule:

Withdrawal before the:

<i>start date of semester</i>	100%
<i>end of first week of classes</i>	100%
<i>end of second week of classes</i>	90%
<i>end of third week of classes</i>	80%
<i>end of fourth week of classes</i>	80%
<i>end of fifth week of classes</i>	70%
<i>end of sixth week of classes</i>	60%
<i>end of seventh week of classes</i>	60%
<i>end of eighth week of classes</i>	50%
<i>end of ninth week of classes</i>	40%
<i>Withdrawal after ninth week of classes</i>	0%

****Note:** Federal regulations define a first-time student as 1) one who has not previously attended at least one class at the institution or 2) has received a refund of 100% of tuition and fees under the institution's refund policy for previous attendance at the institution. A student remains a first-time student until the student either 1) withdraws, drops out, or is expelled from the institution after attending at least one class or 2) completes the period of enrollment for which the student has been charged.

Students other than first-time students receiving Title IV Federal financial aid (Stafford Loans) are eligible for a refund based on the following schedule:

Withdrawal:

on or before one week preceding the first day of classes	100%
between the first day and the third week of classes	90%
between third and fourth week of classes	50%
between the fourth and eighth week of classes	25%
beyond the eight week of classes	0%

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.

MONTHLY ACCOUNT STATEMENT

On or about the 15th of every month, an account statement will be generated and mailed to students. The Monthly Account Statement is a reflection of all financial transactions including late penalties and service charges posted to 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 the payment is mailed until it is reflected on your account.

Please Note: If the financial aid that you are anticipating is not reflected on your monthly statement, please contact the Financial Aid Office directly at (610) 341-5842.

MAILING POLICIES

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

— **Session Bills** are always sent to a **home** mailing address unless otherwise requested.

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

— **Warning Notices** and other special notices about your account status are mailed to **both** home address and campus mailbox (if you have one). This is done to insure that notices of an urgent nature are handled promptly.

— **All other informational materials** and newsletters are mailed to your home address unless otherwise requested.

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

2000-2001 SCHEDULE OF STUDENT CHARGES

TUITION CHARGES

Graduate Business Courses	\$ 410.00 per credit
Graduate Counseling & Education Courses	\$ 395.00 per credit
Undergraduate Level Courses	\$ 340.00 per credit
<i>(Over 11 undergraduate credits qualifies for Undergraduate full-time rate as published in the Undergraduate Catalog)</i>	

MISCELLANEOUS FEES

Application for Admission	\$ 35.00
Auditing - Graduate	\$ 204.00 per credit
Credit for Life Learning	
Portfolio Application (one time fee)	\$ 85.00
Portfolio Assessment - 1-3 Credits	\$ 190.00
Portfolio Assessment - 4-6 Credits	\$ 380.00
Portfolio Assessment - 7 or more Credits	\$ 570.00
General Expense Deposit	\$ 150.00
<i>(General Expense Deposit is for new full-time, and returning students changing from part-time to full-time)</i>	
Graduation Fee	\$ 80.00
Identification Card Replacement	\$ 35.00
Off-Campus Studies	\$ 155.00
Parking Registration (Full-time Students)	\$ 86.00
Parking Registration (Part-time Students)	\$ 56.00
Returned Check Fee (NSF or Closed Account)	\$ 50.00
Transcript Fee (Lifetime)	\$ 40.00

COURSE FEES

Student Teaching	\$ 322.00
Video Distance Learning	\$ 102.00

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 \$110.00**. 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 for the given semester.

MONTHLY SERVICE CHARGE ON DELINQUENT ACCOUNTS

A **Monthly Service Charge of 1.5%** will be added to all accounts that become delinquent. In addition, the Monthly Service Charge is added to all delinquent accounts that are carrying past due balances. The Monthly Service Charge is added to accounts just prior to the mailing date of the Monthly Account Statements.

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

PAYMENT PLAN FEES

Single Semester Four-Payment Plan
2% of the Total Amount to be paid on the plan with a minimum fee of \$100.00. (For Fall & 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 \$100.00. (For Total Year Budget Only)

FINANCIAL AID

The financial aid program offers assistance to students through scholarships, graduate assistantships, loans and employment.

Tony Campolo Scholarships and Graduate Scholarships are awarded to applicants to the MBA/MS in Economic Development program who are enrolled full-time (at least nine credits). These scholarships are competitive and are awarded on the basis of admissions criteria. Graduate Scholarships require a scholarship application, Eastern College Supplemental Data Form, and the Free Application for Federal Student Aid (FAFSA).

Tony Campolo Fellowships are for graduate students enrolled in the Institute for Urban Studies. The institute, located in Philadelphia, is an Eastern College graduate center for master's degree studies in Multicultural Education, Community Counseling and Urban Economic Development. Students wishing to apply for this fellowship should contact the Graduate Admissions Office for an application. Campolo Fellows will receive half-tuition grants toward their educational expenses for each semester of enrollment.

Nonprofit Management Scholarships are awarded to applicants to the MBA/MS in

Nonprofit Management. These scholarships are limited and are awarded on the basis of admissions criteria, and completion of a scholarship application, Eastern College Supplemental Data Form, and the FAFSA.

Graduate Assistantships are offered to full-time and half-time applicants in a master's degree program. Full-time assistantships require a student to be enrolled for 9 credits per semester and six credits per semester for half-time assistantships. Assistantships are limited and are awarded competitively on the basis of admissions criteria, completion of an Assistantship Application, Eastern College Supplemental Data Form and FAFSA. Assistantships include a grant portion and a work portion.

Students who are awarded full-time assistantships are required to complete 20 hours of work per week and may not have other on-campus employment. Part-time graduate assistants are required to complete 10 hours per week.

The work portion is performed through assignments such as research assistants, teaching assistants, and office administrators, and is related to the student's academic studies. Students receive a paycheck for hours worked. All wages earned through the work portion are considered taxable income.

Students who demonstrate financial need are eligible to receive a **Subsidized Stafford Loan** (maximum \$8500* per academic year, depending on need and costs). The principal payments are deferred and the government pays the interest charges while the borrower attends school on at least a half-time basis (six credits).

Unsubsidized Stafford Loans are not based on financial need and accrue interest while the borrower is attending school. The principal payments are deferred, but the student either pays the interest to the lender or allows it to accrue capitalization. For both types of loans, the interest rate varies, but will never exceed 8.25 percent. Repayment typically begins six months from the date the student ceases to be enrolled at least half-time (six credits).

Federal Stafford Loans are granted for up to one academic year and are not automatically renewable. Since students may apply for the loan only to meet current academic year expenses, a student cannot use this loan to pay for unpaid account balances incurred in a previous academic year. Students must reapply for the Federal Stafford Loan each year and complete the FAFSA and Eastern College Supplemental Data Form.

To be eligible for a Federal Stafford Loan, students must be enrolled at least half-time (six credits), be matriculated in a degree or certificate program, and be a U.S. citizen or national or permanent resident of the U.S. Students must be making satisfactory academic progress to be considered for a Federal Stafford Loan.

Students who are currently in default on a federally funded loan or owe a refund on a federally funded grant received for attendance at any institution will not receive or be certified for a Federal Stafford Loan unless they can provide proof that they have rectified the aforementioned default or have made satisfactory arrangements for repayment through the federal loan rehabilitation program.

Eastern College Campus Employment (ECCE) provides part-time employment to undergraduate and graduate students, regardless of financial need. Students employed under ECCE are paid an hourly rate and receive a paycheck for hours worked. Wages earned through ECCE are considered taxable income. International students are eligible (with appropriate documentation) to be employed through ECCE.

**Due to federal regulation, students enrolled only in certification programs are considered fifth year undergraduates for loan purposes and are eligible to borrow only up to \$5500 under the Subsidized Stafford Loan and up to \$5000 under the Unsubsidized Stafford Loan.*

APPLICATION PROCEDURES

Graduate Scholarship and Assistantship applications must be completed by students interested in applying for Graduate Scholarships and Graduate Assistantships. Contact the Graduate Admissions Office or the Financial Aid Office to obtain a Graduate Scholarship and assistantship application.

Free Application for Federal Student Aid (FAFSA). This form must be completed and mailed by students interested in borrowing through the Federal Stafford Loan Program as well as students applying for Eastern College aid. The FAFSA form should be mailed to the federal processor in the envelope provided in the instruction booklet. Please be sure to list code 003259 in the school section of the FAFSA to ensure Eastern receives your FAFSA results. FAFSAs are available at local high schools and colleges, and at Eastern's Financial Aid Office and Graduate Admissions Office.

Federal Stafford Loan. Applications are available from local lending institutions and should also be completed by students interested in borrowing the Federal Stafford Loan. Students who previously borrowed a Federal Stafford Loan and are still repaying the loan should continue to borrow through the

same lender. Please read instructions with the loan application as they will explain where to mail the loan application.

The Eastern College Financial Aid Supplemental Data Form is an additional form that must be completed by students interested in receiving financial aid from Eastern College, including the Federal Stafford Loan. These forms are available from the Financial Aid Office.

Financial Aid Transcripts. Students should request a financial aid transcript from each previously attended institution, even if aid was never received. It is required for borrowers of the Federal Stafford Loan.

After all applications and forms are mailed, students may be asked (by Eastern College, the federal processor, or state loan agencies) to supply additional information. It is important to respond to all requests promptly to avoid delays in processing financial aid applications.

FINANCIAL AID POLICIES

Financial assistance is not available for courses that are being repeated or for courses taken for personal enrichment.

Graduate Scholarships and Assistantships are typically not available for the following:

- *Summer courses*
- *Integrative Project course, BUSA 682*

— *Field Work assignments (Exceptions may be made if the supervising organization does not financially support the assignment)*

Graduate Scholarships and Assistantships are awarded for a maximum of six semesters for full-time students and nine semesters for part-time students.

Stafford Loan borrowers must have entrance counseling prior to borrowing, and exit counseling prior to graduation.

Federal regulations require students who receive outside scholarships and/or tuition reimbursement to inform the Financial Aid Office of the name and amount of scholarship or tuition reimbursement. It is the responsibility of the student to notify the Financial Aid Office if there are any changes in his/her enrollment status, housing status, or address.

Students who receive Eastern College Scholarships, Graduate Assistantships, and/or Federal Stafford Loans must maintain Satisfactory Academic Progress. The following are the Minimum Standards for Satisfactory Academic Progress for graduate student financial aid recipients.

Minimum Standards for Satisfactory Academic Progress for Financial Aid: 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 their course of study. *For the purpose of satisfactory academic progress, financial aid includes all federal, state, and Eastern College funded scholarships, assistantships, grants, discounts, work, and loans.*

GRADUATE STUDENTS

Maximum Timeframe for Completing Degree

Requirements: Under normal circumstances a full-time degree candidate would complete the program within three years. Therefore, no full-time degree candidate will be eligible for financial assistance for more than three years.

Students enrolled part-time would normally complete the program within four years. Therefore, no part-time degree candidate will be eligible for financial assistance for more than four years. Graduate Scholarships and Assistantships for full-time students are only available for six semesters of full-time study and nine semesters for students enrolled part-time (6 credits per semester).

Quantitative Standards

CREDIT HOURS

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 18 credit hours in an academic year. Receiving aid as a full-time student for the fall and spring semesters requires registering for at least 9 credit hours 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 hours in an academic year. To receive aid as a part-time student for the fall and spring semesters requires registering for at least 6 credit hours per semester.

Students whose aid is split between academic years (full-time/part-time) will have their aid eligibility reviewed based on a proration 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: GPA

Grade Point Average

Requirements - To be eligible for continued receipt of financial aid, these following requirements must be met by both full-time and part-time students:

At the completion of these credits this cumulative grade point average must be maintained.

Credits Completed

GPA	
6	2.50
9	2.50
12	2.75
18+	3.00

MEASUREMENT OF ACADEMIC PROGRESS

Academic Progress measurement 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 based on their academic performance during their first Spring semester, and at the end of each subsequent Spring semester.

Failures and withdrawals are courses attempted, not completed. Incompletes are not counted toward credits completed until after the course work is successfully completed and 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.

MINIMUM STANDARDS FOR SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID WHEN MINIMUM STANDARDS OF ACADEMIC PROGRESS ARE NOT ACHIEVED

Students who fail to meet the above requirements will be notified by the Financial Aid office when information on academic progress is available 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) in which the standards were not met. Also, students who

fail to meet these requirements have the opportunity to make up the hours and grade point requirements needed during the summer sessions (at their own expense). Once the summer course work is posted by the Registrar, if the requirements are met, the student will be considered for financial aid for the next semester. It is the student's responsibility to ensure the grades and credits completed have been properly posted with the Registrar and to notify the Financial Aid Office once this has occurred.

The student may also request a waiver of the requirements due to mitigating circumstances. Students who wish to have the requirements waived due to mitigating circumstances should write a letter of appeal to the Director of Financial Aid indicating why the requirements were not met. Approval or disapproval of this appeal will be made by the Financial Aid Appeals Committee. The student will be notified in writing of the committee's decision.

ACADEMIC POLICIES AND PROCEDURES

TIME TO COMPLETE THE DEGREE PROGRAM

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

SECOND DEGREE

Graduates of Eastern College's master's degree programs are not encouraged to seek a second master's degree in the same program. If the graduate chooses to enroll in a second master's program, the graduate must complete:

1. application procedures as specified in the Eastern College Graduate Programs catalog;
2. all requirements (courses and credit hours*) for the second degree program as listed in the

catalog at the time of application to the degree program; and
 3. appropriate substitute course(s) where competency in the content area of the required course has been demonstrated by successful completion of the comparable course in the first master's degree program.

*Second degree students may not "transfer" credits from the first Eastern College master's degree.

GRADING SYSTEM

Graduate courses at Eastern are graded on a system of four grades: A,B,C, and F. Following are the grades and the quality points assigned to each.

GPA. The total quality points divided by the total credit hours which the student has attempted yields the grade-point average. Foundation courses are not con-

sidered in calculating the grade-point average, nor are courses graded pass.

Incompletes. The grade "I" is given when a student fails to complete course requirements because of some unusual circumstance beyond his/her control. The "I" must be approved by the professor teaching the course. All incompletes must be removed within one semester after the final examination date of the semester in which the "I" grade was given. The "I" grade automatically becomes an "F" if the student does not complete course requirements and a change of grade is not submitted within the time frame stipulated above. In the case of serious illness or accident, an extension of the incomplete or a "W" (Withdrawn) grade may be authorized. An "Exception to Policy" form, available from the Office of the Registrar, should be completed and submitted to the Dean along with documentation of the illness or accident. "W" grades will be awarded only for the course the student was passing at the time he/she became incapacitated. Courses carrying a grade of "W" receive no credit and are not counted as hours attempted.

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

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

ACADEMIC ADVISING

All students are assigned a faculty advisor upon entering their program. The faculty advisor should be consulted for professional and career advising as well as for advice regarding courses of study.

The Graduate Student Advisor is a member of the Graduate Dean's Office and acts with her authority in matters related to student academic issues. The Graduate Student Advisor implements the Graduate School's academic policies and procedures receiving and acting on student Change of Status Forms, requests for Incompletes and Petitions for Exception to College Policy, for submission to the Registrar. The Graduate Student Advisor works closely with the Graduate Dean on student grade appeals and graduation clearances, and counsels students individually on their programs of studies in order that students complete their graduate work in a timely fashion.

GRADES	GRADE POINTS PER SEMESTER HOUR
A+, A, A-	Excellent 4.0, 4.0, 3.7
B+, B, B-	Good 3.3, 3.0, 2.7
C+, C, C-	Fair 2.3, 2.0, 1.7
F	No Credit/Fail 0
I	Incomplete 0
P	Pass
W	Withdrawn
WF	Withdrawn Failing

The Graduate Student Advisor is located in Andrews Hall, 2nd floor, Ext. 1458.

ADDING A COURSE

Students may add a course by filing a drop/add card in the Office of the Registrar. Courses may be added **only** during the first week of the semester or during the equivalent time period in summer sessions. (Students enrolled in full-time business programs must have their advisors' signatures.)

DROPPING/WITHDRAWING FROM A COURSE

- During the first week of a semester, or the equivalent time in summer sessions, a student may drop a course, thereby receiving no grade, by filing a drop/add card in the Office of the Registrar.
- A grade of "W" will be entered on the academic record of any student who drops a course between the end of the first class week and before the end of the tenth class week of the semester or the equivalent in summer sessions.
- Students who withdraw from a course after the end of the tenth class week will receive a grade of "WF" which is computed as an "F." (Exceptions are made for extreme circumstances and are handled on a case-by-case basis.)

***NOTE:** Students who fail to officially drop/withdraw from a course for which they have registered will receive a grade of "F" for the course.*

DIRECTED STUDY

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

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 (e.g., impending graduation or job). Both criteria must be met. Severe course conflicts and other student or faculty emergencies may be approved by the appropriate dean on a case-by-case basis as reasons for individualized instruction if no appropriated substitute course can be found.

The process for arranging Individualized Instruction & Directed Study must be completed by the end of the Drop/Add Period of each semester or the corresponding day in the case of Summer Sessions.

COURSE REPEAT POLICY

- Students may repeat any graduate course in which they receive a grade of "B-" or below.
- Students are not permitted to repeat a course more than once.
- A student who has received a grade of "F" in a required (core) course cannot graduate unless this deficiency is corrected. This course must be repeated the next time it is offered in the regular academic year (Fall and Spring semesters). The course must be repeated at Eastern College.
- When a student repeats a course, only the higher grade is used in calculating the grade-point average, but both appear on the transcript.

GRADE CHANGE POLICY

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

GRADE APPEALS POLICY

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

PROCEDURE

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

In accordance with Matthew 18, the process of appealing a grade or evaluative action 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/program director 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/director of the program in question. In the case of School of Professional Studies programs, the appeal shall be referred to the Executive Director of Academics. If there is a department/program appeals committee, the problem shall be

referred directly to it. The departmental chairperson/program director or the departmental/division/program 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/program director 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/program director or the departmental/division/program 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 appropriate

— *Scholastic Standing Appeals Committee within one (1) week of having received the dean's decision.*

— *The Scholastic Standing 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 Scholastic Standing Appeals Committee shall then decide the merits of the case. The decision of the Scholastic Standing Appeals Committee shall be final.*

FINAL GRADE REPORTS

At the end of each semester or summer session grade reports are mailed to the name and address supplied by the student at pre-registration unless notification of a change of address is received in writing by the first day of the final examination period. The Registrar's Office does not report grades to students before they are mailed.

ACADEMIC STANDING

Following are the guidelines for maintaining good academic standing:

<i>Cumulative Credits Attempted</i>	<i>Required GPA</i>
1-11 hours	2.75
12+ hours	3.00

PROBATION

Students who fail to achieve the required grade-point average for their level of graduate credits are placed on probation. Students have one semester following the semester in which they were placed on probation to return to good academic standing.

The letter to the student informing him or her of probationary status will include a form requiring the signature of the student and his/her advisor. The advisor will sign the form at a meeting with the student to plan resolution of the probation. In the absence of the advisor, the department chair or program director may meet with the student and sign the form. Registration for courses will not be permitted until the signed form is received by the Office of the Registrar. Registration will be limited to two courses of any kind (graduate or undergraduate), or a maximum of 6 credit hours, until probation status is lifted.

Students not returning to good academic standing within one semester will have their academic records reviewed by the Graduate Dean and the appropriate Program Director, and may be dropped from the graduate program if sufficient improvement has not been observed.

The Graduate Dean will review academic standing of all students following each semester and summer session. Students with more than one incomplete in a session or semester may be placed on probation.

DISMISSAL

Students may be dismissed from the College for failure to maintain the required cumulative grade-point averages, for ethical misconduct or for failure to complete degree requirements within the allowed period of seven years. There is no provision for re-admission following dismissal for ethical or academic reasons once the appeal process has been exhausted.

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

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

Students may be required to end their graduate studies at Eastern College if they fail to maintain satisfactory academic standards or professional conduct in any phase of their graduate program. Each step of the educational process requires review and approval of student progress. This includes, but is not necessarily limited to, semester grades. Eastern College reserves the right to terminate a student's graduate study for reasons the college determines to be mate-

rial. By virtue of their greater experience, and because a graduate program often of leads to management, professional and/or leadership responsibility, graduate students are expected to demonstrate the meaning and value of personal honesty and professional integrity. Particularly at a Christian school such as Eastern College, professional and moral behavior is expected. A violation of integrity and honesty is a serious offense, considered sufficient basis to terminate graduate studies.

APPEAL OF PROBATION OR DISMISSAL

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

STANDARDS OF CONDUCT

Students in the graduate programs are expected to adhere to the standards of conduct set by Eastern College. The following are recognized as unacceptable forms of academic behavior at Eastern College:

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 one's own by simple paraphrasing. A paraphrase, even if acknowledged by a footnote, is unacceptable unless specifically permitted by the instructor.

—submitting a paper written by another person as your own;

— submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor;

— fabricating evidence or statistics which supposedly represent your original research;

— 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 Graduate Dean.

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 (according to his/her assessment of the severity of the infraction and any extenuating circumstances):

— Assign a grade of F or O on the paper, project or examination but allow resubmission, resulting in a maximum combined grade of C;

— Assign a grade of F or O on the paper, project or examination without the opportunity for resubmission;

— Assign a grade of F in the course. In all cases the instructor will forward evidence of dishonesty to the Graduate Dean and will inform the Dean of the action taken.

GRADUATION

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

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

STUDENT LIFE AND STUDENT SERVICES

STUDENT SERVICES

Eastern College seeks to provide a Christ-centered educational environment, one that stimulates the growth and development of each student socially, spiritually and culturally, as well as intellectually. The College, in all functions and programs, encourages the interaction of graduate and undergraduate students for the purpose of role modeling, mentoring and general community relationships.

The Student Development Office, under the leadership of Theodore J. Chamberlain, PhD, Vice President for Student Development/Director of the Counseling Program and Bettie Ann Brigham, MS, Dean of Students, is housed in Walton Hall on the third floor. This department is concerned with the growth, development and well-being of students in all programs. Offices under the Student Development Department are:

- Athletics
- Health Services
- Career and Leadership Development
- Christian Life
- Student Government

- Student Activities
- The Cushing Center for Counseling and Academic Support
- Residence Life
- International Student Advisor

Bettie Ann Brigham, the Dean of Students, works with all Eastern College offices and individuals to promote student growth, accountability, satisfaction and well-being.

Student Development acts as a point of referral and resource for all students who have concerns, questions and needs.

Phone (610) 341-5822
Fax (610) 341-1705

CHRISTIAN LIFE

Spiritual life among graduate students is like a brightly colored quilt — many traditions are represented, yet what holds the quilt together is a living relationship with Jesus Christ. Moreover, graduate students embody “living letters” (2 Cor. 3:2) of what God has done and will continue to do as they pursue their education at Eastern College.

Select graduate students serve each year with the College Chaplain, Joseph B. Modica, PhD as spiritual life coordinators. In this capacity, they assist in creating an intentional Christian community among graduate students through a number of vehicles: small groups (on and off campus), regular community worship, seasonal celebrations (e.g., Thanksgiving, Christmas, and Easter), one-to-one counseling, Bible studies and prayer gatherings. Graduate students regularly participate in the weekly campus-wide chapel service on Wednesdays at 10AM by either leading worship, speaking, or reading Scripture.

Graduate students can also take part in a variety of Christian service ministries: Habitat for Humanity, Evangelicals for Social Action (E.S.A.), and Evangelical Association for the Promotion of Education (E.A.P.E.). Graduate students have opportunities to participate in inner-city tutoring, Bible clubs, and housing and prison ministries through these and other groups.

INTERNATIONAL STUDENT ADVISOR

Lisa Pappas, MSW, the International Student Advisor, acts as a counselor and referral source for international students seeking help and assistance.

The International Student Advisor is available to assist international students with various matters regarding personal adjustment, community services/activities and immigration-related issues. Upon arrival at Eastern College, the International Student Advisor conducts an orientation to assist students with their initial acclimation to life in the United States and Eastern College.

During the school year, the Advisor is available to meet individually with students on an as-needed basis to relay pertinent information, assess ongoing needs and address identified concerns. In addition, the Advisor conducts programming throughout the year to involve students and the larger Eastern community in activities to promote understanding of cross-cultural and multi-cultural relationships and experiences.

Publications produced by the International Student Advisor include a monthly newsletter “The International Update” to inform the community about various international related topics and the International Student Handbook as a practical guide for students adjusting to life in the United States.

ACADEMIC ADVISING

Academic counseling is accomplished by assigning each student to a graduate advisor. The advisor is normally a graduate faculty member who meets with the student at least once a semester to discuss course selection and academic progress.

HEALTH SERVICES

Student Health Services, under the supervision of registered nurse, Anita Marland, MS, maintains daily hours, 9AM to 4PM, Monday through Friday and can be reached at (610) 341-5955. A physician visits the campus two days a week and can be seen by appointment. There is no charge for the services of the nurse or physician, but payment for prescription medications and lab tests are the responsibility of the student.

A completed health history, immunization and physical examination are required of all resident and full-time students prior to matriculation and all part-time students moving to full-time status.

Health insurance is mandatory for all full-time students. Coverage can be provided through a group policy of insurance secured by the college or from an equivalent policy source secured by the student. The college plan is a low-cost option providing primary insurance for basic accident, illness and hospitalization with a maximum benefit of \$50,000. Other special insurance options are available at a higher yearly cost. These help to limit students' expenses in the event hospitalization or other major treatment is needed.

The Health Center will assist students in filing their insurance forms and with the selection of special treatment facilities if needed. In all treatment situations, except emergencies, the Center should be consulted before seeking potentially expensive off-campus medical care. Students must fill out an insurance claim form and attach all receipts. Claim forms are available at the Student Health Center or by calling A.G. Administrators at 1-800-752-2008.

CAREER DEVELOPMENT AND LEADERSHIP

Tess Bradley, MBA, Director of Career Services and Leadership Development, provides career counseling, training in resume/interview skills, and guidance in the formation of career goals. The Office is proactive in seeking and hosting potential employers. It maintains a database of current job opportunities particularly applicable to graduate students.

COUNSELING

Under the direction of Lisa Hemlick, PhD, the Cushing Center for Counseling and Academic Support provides support services that include tutoring, writing, career development, counseling and psychological services. Students facing any crisis situation may find confidential and professional help.

STUDENT ACTIVITIES

Graduate students are encouraged to attend and participate in the variety of social, cultural and recreational events which are held at the college. Campus-

wide social activities include performances by Christian artists, films, dances and special events surrounding Orientation, Homecoming and Christmas. Students have opportunities to participate in talent shows, coffee houses and intramural sports. Fall plays, spring musical productions, concerts by artists-in-residence and a World Culture Day help showcase the college's rich diversity. Finally, the Greater Philadelphia area offers a wide array of entertainment and exhibitions such as the Philadelphia Orchestra and the Philadelphia Museum of Art. Call Todd Chamberlain at 610-341-1725 to get involved.

SPEAKERS

Each week Eastern College hosts Windows on the World, a community-wide forum for sharing fresh ideas and perspectives. The purpose of the forum is to stimulate involvement with issues facing Christians in today's world as a means of encouraging clearer thinking about issues and alternatives and a richer appreciation of the diversity of the body of Christ. Eastern College's aim is to provide exposure to leading Christian thinkers and movers who model our motto: "The Whole Gospel for the Whole World." Another opportunity to hear dynamic guest speakers is during Chapel, held at 10AM on Wednesdays in the gymnasium.

STUDENT ORGANIZATIONS

Graduate Student Government.

The option for graduate students to organize as a GSG is available. The mission of the group is to advocate for student needs and interests and to create opportunities for students in all graduate programs to socialize together through fellowship dinners, worship services, picnics, study breaks and Bible studies.

The Society for the Advancement of Management (SAM).

An international organization devoted to helping managers develop professionally through communication and interaction with other executives in business, government and academic organizations.

Delta Mu Delta. A national honor society in business administration. The society was established specifically to promote higher scholarship in training for business and to recognize and reward scholastic attainment in business subjects.

Kappa Delta Pi. An international honor society open to professional educators. Dedicated to service and the improvement of the field of education.

The International Students Club. Helps international students adjust to U.S. life and promotes fellowship among its members.

The Black Student League.

Endeavors to bring all black students at Eastern into closer fellowship and to promote black culture on campus.

CAMPUS AND FACILITIES

The Eastern campus is an aesthetically pleasing environment for study and living. Situated in one of Philadelphia's most attractive suburban communities, Eastern's 106 acres are beautifully landscaped countryside, with three small lakes and several streams. About half of the acreage remains in its natural state.

St. Davids is located just 30 minutes from downtown Philadelphia and within easy driving distance of New York, Baltimore, and Washington, D.C.

Of Eastern's 26 buildings, the primary academic facility is the McNinn Learning Center. In addition to classrooms and offices for faculty and administrators, the main floor includes an attractive 300-seat auditorium for the performing arts and several music practice rooms. McNinn is also home for the school's planetarium and observatory, Instructional Technology Support Center and student computer center.

Walton Hall, a 40-room estate house overlooking Willow Lake, serves as the college's student center. It is at Walton where students meet, eat, pick up mail and take time to pray in the quiet chapel on the second floor. In addition to the dining rooms and coffee shop, the building accommodates student development offices, the Baird Library, the college bookstore and lounge areas.

The Graduate Center is located in Andrews Hall. The offices of the dean, most full-time business graduate faculty, Graduate

Admissions and the International Student Advisor are located on the second and third floors. The graduate student lounge is on the first floor of Andrews.

COMPUTER CENTER

The student computer center consists of two labs which contain a total of 35 work stations. All the computers are IBM-compatible with DOS applications; some have Windows based applications as well. The latest versions of the following software packages are available to students: WordPerfect, QuatroPro, Paradox, dBase, Online Bible, various Business, Mathematics, and Science programs, Turbo Pascal, Quick Base, Microsoft Word and Microsoft Excel. In addition, there is a scanner available for scanning text or pictures, dot matrix printers, and a laser printer. There is also a Macintosh computer accessible to students which has Word 5.1 and access to a laser printer.

The computer lab is open seven days a week during the fall and spring semesters. The lab is open until midnight the last two weeks of each semester, fall and spring. Lab supervisors are available to assist with any problems or questions. Small fees are charged for use of the scanner, laser printer, and various supplies such as disks, resume paper and envelopes. Access to the World Wide Web Internet is now available.

WARNER MEMORIAL LIBRARY

Warner Memorial Library is a critical component in the learning process at Eastern College.

The library's mission is to serve the college's varied academic communities - including the graduate departments - by providing collections, services, and automated information access. Our computerized catalog allows students immediate access to our library holdings. Warner Library is an attractive and comfortable facility with study carrels and study rooms for student use.

The collection size is 199,250 volumes and growing at about 5,000 volumes per year. The library has subscriptions to more than 1,200 periodical titles - including 150 full-text journals on computer. It also houses more than 500 audio cassettes. The microform collection continues to expand with more than 700,000 microfilm and microfiche to aid students in a wide range of research topics. Of special importance to graduate programs are a number of microform collections: the ERIC (Educational Research Information Clearinghouse); Gilbreth Papers on Scientific Management techniques; the History of Economics Collection (covering Thomas Malthus, Adam Smith, David Ricardo and John Stuart Mill); the SAHEL collection on African Studies; and a Business History collection. All are accessible through indexing tools and catalogs.

Eastern shares resources with 35 academic institutions in the TCLC (Tri-State College Library Co-operative) including Villanova University, Rosemont College, Cabrini College and West Chester University. Materials are also available through Inter Library loan.

Currently, students and scholars have access to a number of CD-ROM data banks. Management, business and economic development areas are searchable in the Business Periodicals Index; education and counseling can be found in the ERIC Index and Psychlit. The library also has access to OCLC, First Search, a collection of 55 databanks, which contain bibliographic access to more than 32,000,000 titles.

CURRICULUM LABORATORY

Located on the third floor of the McNinn Learning Center, the curriculum laboratory provides an outstanding collection of educational materials and resources. The laboratory also includes a planetarium and state-of-the-art observatory with special programs for local schools.

ATHLETIC FACILITIES

Eastern's gymnasium, home of the Golden Eagles, provides space for intercollegiate basketball and volleyball as well as intramural sports and weight training. Outdoor facilities include Hendler Field (baseball), Strain Field (field hockey), a soccer field surrounded by a quarter-mile track, a softball field, four all-weather tennis courts, and an outdoor pool.

LOCAL HOUSING ARRANGEMENTS

Most full-time graduate students find apartments in the area or find other housing situations. It is suggested to start the housing search at least a month in advance of coming to Eastern. The Graduate Admissions office currently acts as a point of reference for students beginning their search. There is no on-campus housing for graduate students or their families.

ADMINISTRATION AND STAFF

PRESIDENT

DAVID R. BLACK
(BA, MS, PhD) *President*

JOHN A. BAIRD, JR.
(AB) *Advisor to the President*

ALVIN JEPSON
(BA, MDiv) *Vice President,
Board and College Relations*

SARA JOAN MILES
(B.A., M.R.E., M.S., Ph.D.)
*Vice President for
Institutional Effectiveness*

ACADEMIC AFFAIRS

HAROLD C. HOWARD
(BA, MA, PhD) *Provost*

VIVIAN NIX-EARLY
(BS, PhD) *Dean of
The School for Social Change*

ROBERT WILLEY
(BS, MA, PhD)
*Dean of the School of
Professional Studies*

DIANA S. H. BACCI
(BA, MBA) *Registrar*

DAVID FRASER
(B.A., A.B., A.M., M.Div.,
M.A., Ph.D.) *Dean of the
Schools of Arts and Sciences
and International Studies*

ALLEN GUELZO
(B.S., M.Div., M.A., Ph.D.)
*Dean of the Templeton Honors
College*

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2000-2001 ACADEMIC CALENDAR

FALL 2000

<i>Classes Begin/Last Day to Register</i>	<i>Wednesday</i>	<i>August 30</i>
<i>Fall Convocation</i>	<i>Friday</i>	<i>September 1</i>
<i>Labor Day Holiday - No Classes</i>	<i>Monday</i>	<i>September 4</i>
<i>Last Day to Make Schedule Changes (Drop/Add)</i>	<i>Wednesday</i>	<i>September 6</i>
<i>Homecoming/Family Weekend</i>	<i>Friday-Sunday</i>	<i>October 6-8</i>
<i>Fall Free Day - No Classes</i>	<i>Friday</i>	<i>October 20</i>
<i>Mid-semester Warnings Issued to Undergraduates</i>	<i>Tuesday</i>	<i>October 31</i>
<i>Registration for Spring 2001 Classes</i>	<i>Monday-Friday</i>	<i>November 6-8</i>
<i>Last Day to Withdraw from Class - No Academic Penalty</i>	<i>Wednesday</i>	<i>November 8</i>
<i>Thanksgiving Vacation</i>	<i>Wednesday-Sunday</i>	<i>November 22-26</i>
<i>Classes End</i>	<i>Friday</i>	<i>December 8</i>
<i>Final Examinations</i>	<i>Monday-Friday</i>	<i>December 11-15</i>
<i>Baccalaureate</i>	<i>Friday</i>	<i>December 15</i>
<i>Commencement</i>	<i>Saturday</i>	<i>December 16</i>

SPRING 2001

<i>Classes Begin/Last Day to Register</i>	<i>Tuesday</i>	<i>January 16</i>
<i>Last Day to Make Schedule Changes (Drop/Add)</i>	<i>Tuesday</i>	<i>January 23</i>
<i>Honors Convocation</i>	<i>Friday</i>	<i>January 26</i>
<i>Spiritual Emphasis Week</i>	<i>Monday-Friday</i>	<i>February 19-23</i>
<i>Mid-Semester Vacation</i>	<i>Saturday-Sunday</i>	<i>March 3-11</i>
<i>Mid-semester Warnings Issued to Undergraduates</i>	<i>Wednesday</i>	<i>March 21</i>
<i>Last Day to Withdraw from Class - No Academic Penalty</i>	<i>Friday</i>	<i>March 30</i>
<i>Registration for Fall 2001</i>	<i>Monday-Wednesday</i>	<i>April 2-4</i>
<i>Easter Break</i>	<i>Friday-Monday</i>	<i>April 13-16</i>
<i>Graduate and Evening Classes Resume at 4:30 pm</i>	<i>Monday</i>	<i>April 16</i>
<i>Classes End</i>	<i>Monday</i>	<i>April 30</i>
<i>Study Day</i>	<i>Tuesday</i>	<i>May 1</i>
<i>Final Examinations</i>	<i>Wednesday-Tuesday</i>	<i>May 2-8</i>
<i>Baccalaureate</i>	<i>Friday</i>	<i>May 11</i>
<i>Commencement</i>	<i>Saturday</i>	<i>May 12</i>

SUMMER I (Optional Session)

<i>Classes Begin</i>	<i>Wednesday</i>	<i>May 16</i>
<i>Memorial Day Holiday</i>	<i>Monday</i>	<i>May 28</i>
<i>Classes End/Final Examinations</i>	<i>Tuesday, Wednesday</i>	<i>June 26, 27</i>

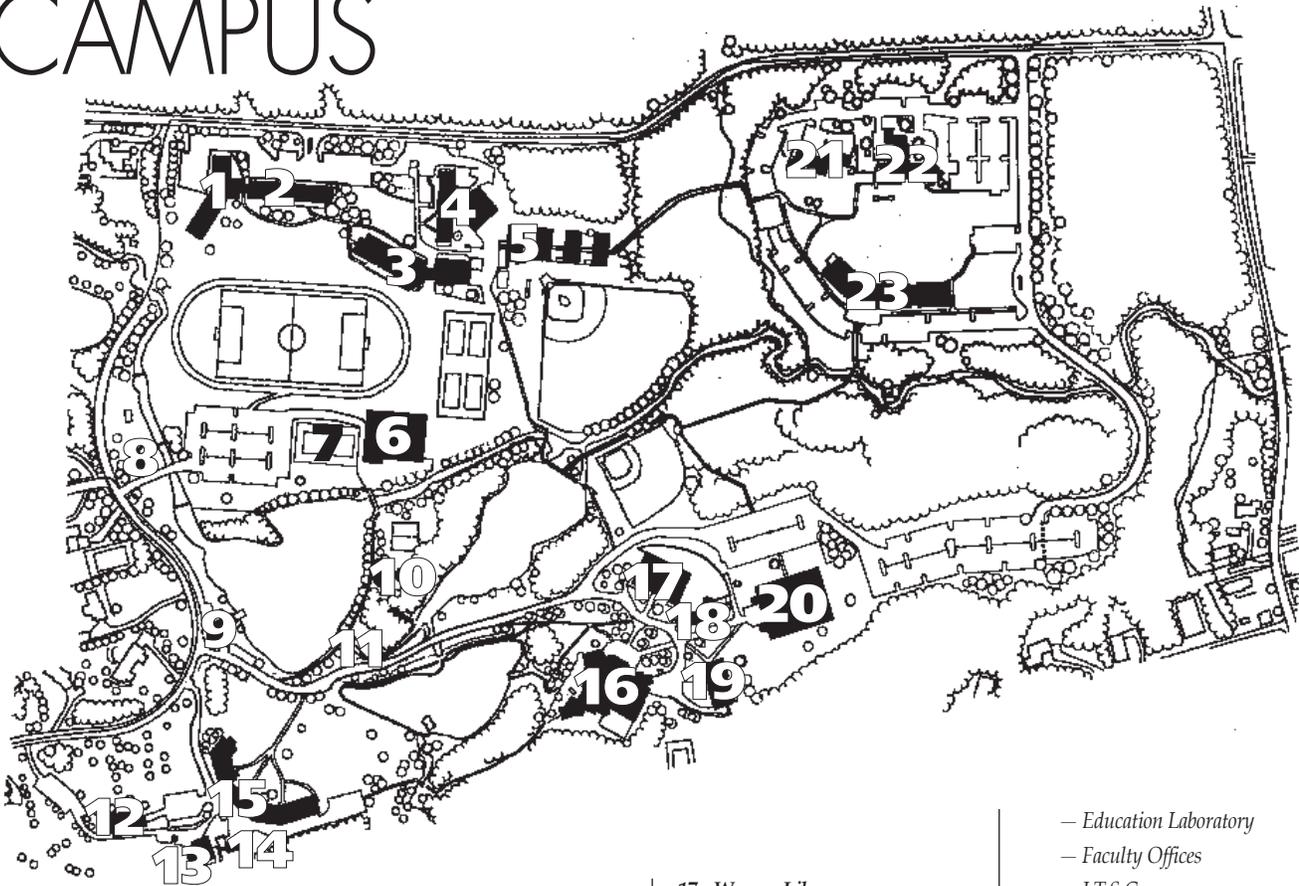
SUMMER II (Optional Session)

<i>Classes Begin</i>	<i>Monday</i>	<i>July 2</i>
<i>Independence Day Holiday</i>	<i>Wednesday</i>	<i>July 4</i>
<i>Classes End/Final Examinations</i>	<i>Wednesday, Thursday</i>	<i>August 9, 10</i>

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THE EASTERN COLLEGE CAMPUS



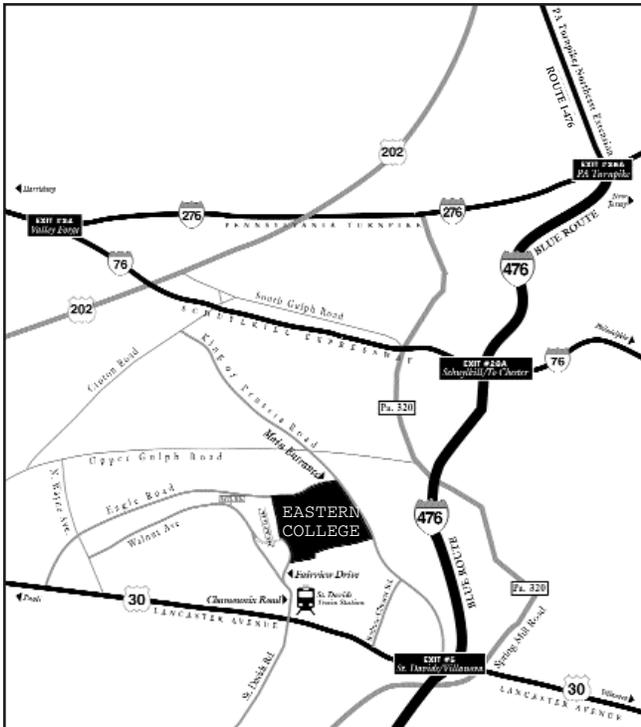
- 1. Kea Residence Hall**
- 2. Guffin Residence Hall**
– Breezeway Cafe
- 3. New Residence Hall**
– Conference Rooms
- 4. Hainer Residence Hall**
- 5. Gallup Residence Halls**
- 6. Gymnasium**
– Athletics Department
- 7. Swimming Pool**
- 8. Gyn Cottage**
- 9. Gate House**
- 10. Log Cabin**
- 11. Historic Waterwheel**
- 12. Ott Hall**
– Alumni Relations
– Business and Finance Office
– Communications Office
– Development Office
– Security Office

- 13. Adams Hall**
– Campus Services
- 14. Grounds Building**
- 15. Doane Residence Hall**
– Student Health Center
- 16. Walton Hall**
– Baird library
– Bookstore
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– Coffee Shop
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– Copy Center
– Cushing Center for Counseling
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– Dining Commons
– Human Resources
– Information Center
– Mail Room
– President's Office
– Security Office
– Student Development Office
– Student Government Office

- 17. Warner Library**
– Center for Organizational
Excellence (COE)
– Classrooms
– Sociology Department
– Youth Ministry Office
- 18. Mall Cottage**
– Financial Aid Office
– Student Financial Services
- 19. Andrews Hall**
– Chemistry and Physics
– Graduate Dean
- 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
- I.T.S.C.
- Planetarium
- Provost's Office
- Registrar's Office
- Undergraduate Dean's Office
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- 22. Heritage House**
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- 23. North Campus Residence Hall**

DIRECTIONS TO EASTERN COLLEGE



From I-476 (South)

The Blue Route

Take Exit 5 (St. Davids/Villanova). Turn right onto Route 30 (Lancaster Ave.). Turn left at next light (King of Prussia Road). Continue on King of Prussia Road to third traffic light (Eagle Road). Turn left onto Eagle Road. Then left into main entrance of Eastern College. Continue on road (Thomas Drive) to main parking area.

From I-476 (North)

The Blue Route

Take Exit 5 (St. Davids/ Villanova) and proceed across Route 30 (Lancaster Ave.). Continue on King of Prussia Road to third traffic light (Eagle Road). Turn left onto Eagle Road. Then left into main entrance of Eastern College. Continue on road (Thomas Drive) to main parking area.

From Philadelphia

Schuylkill Expressway (I-76) West to exit for I-476 South. Take Exit 5 (St. Davids/Villanova). Turn right onto Route 30 (Lancaster Ave.). Turn left at light (King of Prussia Road). Proceed to third traffic light (Eagle Road). Turn left onto Eagle Road. Then left into main entrance of Eastern College. Continue on road (Thomas Drive) to main parking area.

From Philadelphia

Lancaster Avenue (Rte 30)

Take Lancaster Avenue (Route 30) West. Proceed across City Avenue and continue for approximately 20 minutes on Lancaster Avenue. Turn right onto King of Prussia Road to third traffic light (Eagle Road). Turn left onto Eagle Road. Then left into main entrance of Eastern College. Continue on road (Thomas Drive) to main parking area.

From Paoli

Lancaster Avenue (Rte 30)

Take Lancaster Avenue (Route 30) east. Proceed on Lancaster Avenue to King of Prussia Road. Turn left and continue to third traffic light (Eagle Road). Turn left onto Eagle Road. Then left into main entrance of Eastern College. Continue on road (Thomas Drive) to main parking area.

From Pittsburgh and Points West

Take I-276 East (PA Turnpike) to Exit 24 (Valley Forge). Continue on I-76 East (Schuylkill Expressway). Take I-476 South (The Blue Route) to Exit 5 (St. Davids/ Villanova). Turn right onto Route 30 (Lancaster Ave.). Turn left at next light (King of Prussia Road). Continue on King of Prussia Road to third traffic light (Eagle Road). Turn left onto Eagle Road. Then left into main entrance of Eastern College. Continue on road (Thomas Drive) to main parking area.

From Northern PA and New York

Take I-81 South to the Northeast Extension (I-476 South). Take Exit 25A. Follow I-476 South to Exit 5 (St. Davids/Villanova). Turn right onto Route 30 (Lancaster Ave.). Turn left onto King of Prussia Road to third traffic light (Eagle Road). Turn left onto Eagle Road. Then left into main entrance of Eastern College. Continue on road (Thomas Drive) to main parking area.

From New York and New England

Take I-95 South to the NJ Turnpike. Continue south to I-276 West (Exit 6, PA Turnpike). Take Exit 25A. Follow I-476 South to Exit 5 (St. Davids/Villanova). Turn right onto

Route 30 (Lancaster Ave.). Turn left onto King of Prussia Road to third traffic light (Eagle Road). Turn left onto Eagle Road. Then left into main entrance of Eastern College. Continue on road (Thomas Drive) to main parking area.

Train Information

From Philadelphia

From 30th Street Station.

Take the R-5 Regional Rail Train Line west towards Paoli (Paoli Local). Get off at the St. Davids train station. Walk down and to the right (under train pass). Continue straight on road (Chamounix Road) to small entrance to the walking path for Eastern College. Follow the path to the center of campus.

Train Information

From Paoli

Take the R-5 Regional Rail Train Line east towards Philadelphia (Paoli Local). Get off at the St. Davids train station. Walk down and proceed to the right. Continue straight on road (Chamounix Road) to small entrance to the walking path for Eastern College.

From the Philadelphia International Airport

Take I-95 South. Take I-95 South to I-476 North (The Blue Route) to Exit 5 (St. Davids/Villanova) and proceed across Route 30 (Lancaster Ave.). Continue on King of Prussia Road to third traffic light (Eagle Road). Turn left onto Eagle Road. Then left into main entrance of Eastern College. Continue on road (Thomas Drive) to main parking area.

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