



# EASTERN UNIVERSITY

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

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

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

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

### ***Regulation Change***

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

# President's Welcome

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Eastern is one of 4300 colleges and universities in America that prepares students to fill productive roles in our Knowledge Age. The vast majority of these institutions define knowledge as the result of sound scientific and intellectual reasoning. About 200 of them define it as the result of the integration of such reasoning and faith. Eastern University is one of a handful of institutions that has expanded this definition of knowledge to include the integration of faith, reason and justice.

Adding justice to the definition has transformed teaching and learning at Eastern in ways that are consequential to society. For example, business students who have graduated from Eastern over the last 25 years have incubated more than a million new jobs in the two-thirds world. The University's pioneering work in education over that same period has resulted in a Bill and Melinda Gates Foundation invitation to partner in the development of a promising new model for teaching and learning in urban high schools. Just imagine the value to society if this project is successful!

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

A handwritten signature in cursive script that reads "David R. Black". The ink is dark and the signature is fluid and legible.

*David R. Black, President*

# Mission Statement

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Eastern University is a Christian university dedicated through teaching and learning, scholarship, service, spiritual formation, student development and stewardship to the preparation of undergraduate, theological and graduate students for thoughtful and productive lives of Christian faith, leadership and service. Achievement of that mission requires that the University manage effectively and justly the resources with which it is entrusted and that students appropriate and give witness to a Christian worldview – through action and voice; advance critical thinking, reflection, analysis and communication skills; develop intellectual curiosity, passion and agility; demonstrate knowledge and competencies in the arts, sciences and professions; assume responsibility for justice – especially social, political and economic justice; assume responsibility for godly stewardship of all resources; discern the ethical consequences of decisions and actions; experience genuine Christian community and commitment in a formative environment; participate in opportunities for meaningful service; and grow in love of God and neighbors.

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

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

## **To Excellence in Scholarship and Teaching**

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

## **To Excellence in Student Formation**

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

## **To the Whole Gospel for the Whole World**

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We recognize the Bible, composed of the Old and New Testaments, as inspired of God and as the supreme and final authority in faith and life. We submit ourselves to carrying out our mission under its authority and seek to apply biblical principles to all facets of human aspiration and action, including the centrality of personal transformation. We affirm our conviction that the Church of Jesus Christ, as a visible community of believers inclusive of persons of all cultures, races and nationalities, is central to faithful obedience in living the Christian life and advancing the work of the Gospel.

## **To Responsible Leadership and Stewardship**

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We believe that our complex society needs leadership and management in all institutions that is intelligent, informed, insightful, ethical, strategic and just. We are dedicated to graduating students whose wisdom, Christian values and skills enable them to lead and manage such institutions, including those that are the most influential. Similarly, we commit to excellence in the leadership of Eastern and in the stewardship of University resources.

## **To Christian Witness**

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

## **To Justice**

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We acknowledge with sorrow the brokenness of the world at personal, national, and international levels, and we seek to work for justice, reconciliation and Christian transformation in all arenas of life. We particularly seek to work with and for poor, oppressed and suffering persons as part of our Christian discipleship. As part of the commitment, we seek to provide educational opportunities and financial aid as best we can for those with few or no financial resources to attend a private Christian University. We believe that we are not only to care for people throughout the world, but also for the earth itself as responsible stewards of the environment and other physical resources.

## **To Community**

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We believe that the way in which we live and work together is important in fulfilling our mission. We desire a campus community of students, faculty, staff and administration that embodies values of Christian witness, caring and compassion, justice and integrity, competence and affirmation. We seek an inclusive student body, faculty, staff, and Board. We commit to treat each member of the campus community with fairness, dignity and respect, seeking a spirit of unity and harmony as we join together to achieve our common mission.

## **The Eastern University Vision**

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

# CAMPUS LIFE



# An Introduction to Eastern

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

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

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

## History

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

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

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

Today, Eastern University comprises Palmer Theological Seminary, the College of Arts and Sciences, the Templeton Honors College, the Campolo



College of Graduate and Professional Studies, and the Esperanza College. Eastern University enrolls over 4,000 students in these undergraduate, graduate, urban, professional, international and Seminary programs.

## **Institutional Goal Statement**

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

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

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

**To these ends, the College of Arts and Sciences must:**

Attract persons who are:

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

Provide a curriculum which includes:

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

Design an environment which fosters:

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

Develop resources which will ensure:

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

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

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

## **Doctrinal Statement**

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

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

### **Section I**

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

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

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

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

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

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

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

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

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

## **Section II**

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

## **Section III**

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

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

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

## **Statement of Community Standards**

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

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

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

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

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

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

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

## **The Family Educational Rights and Privacy Act**

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Students have the right to:

- review education records within 45 days of the day the University receives a request for access.
- request the amendment of education records that are believed to be inaccurate or misleading.
- consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA (the law) authorizes disclosure without consent.
- file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, D.C. 20202-4605

For more information, consult the *Student Handbook* of Eastern University "Student Records," or visit [www.eastern.edu/academic/registrar](http://www.eastern.edu/academic/registrar).

## Accreditation and Memberships

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Eastern University is accredited by:

- Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; phone: 215.284.5000
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education
- Council on Social Work Education for the Baccalaureate Major in Social Work

It is a member of the:

- American Association of University Women
- American Association of Colleges of Nursing
- Association of American Colleges
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education (of the American Association of Colleges of Nursing)
- Council for Christian Colleges and Universities
- College Entrance Examination Board
- Council of Independent Colleges
- Council for the Advancement and Support of Education
- International Assembly of Collegiate Business Education
- National Association of State Directors of Teacher Education and Certification
- National League for Nursing
- National League for Nursing Accrediting Commission
- Pennsylvania Higher Education Nursing Schools Association
- Pennsylvania Association of Colleges and Universities and Council of Independent Colleges and Universities (CICU)

It is approved by the:

- American Dental Association
- American Medical Association
- Higher Education Department of the University of the State of New York
- Immigration Department for non-immigrant students under the Immigration and Nationality Act
- Pennsylvania Board of Law Examiners
- Pennsylvania Department of Education

It is classified by The Carnegie Foundation for the Advancement of Teaching: Master's (Comprehensive) Universities and Colleges I.

It is approved for Veterans' Education.

# Student Life

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

## Christian Life Programs

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As an intentional Christian community, students, faculty and staff gather for weekly, voluntary chapel every Wednesday morning in the gymnasium. Moreover, many students throughout the week lead informal times of worship in the various residence halls. Additionally, opportunities for worship, prayer and community building are facilitated through the University Chaplain's office. Day retreats are held annually in some of our undergraduate and graduate programs.

A wide range of ministry opportunities for students includes serving in inner-city neighborhoods, tutoring children, leading Bible clubs and sharing the good news of Jesus Christ through the Evangelical Association for the Promotion of Education (EAPE). Eastern University also has active organizations, such as: Habitat For Humanity, Students Organized Against Racism (S.O.A.R.), the Y.A.C.H.T. club (Youth Against Complacency and Homelessness Today), C.H.I.A. (Christ's Hands in Action), S.M.F. (Student Missions Fellowship) and Prison Ministry.

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

Turning Point, a student ensemble, asserts God's abiding truth and love through vocal music. Transformed!, a Christian drama team, and The Angels of Harmony, a Gospel music choir, present students with opportunities for creative outreaches beyond campus. Service Learning is often required or encouraged in many courses and programs.

## Windows on the World

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The theme running through all of Eastern's programs is the development of Christian leaders for the 21st century and beyond. Windows on the World provides a strong intellectual, campus-wide forum where faculty and students enter into dialogue and debate in areas of the arts, culture, marketplace and political

engagement. The forum's purposes are to enrich the vision of faculty and students; to stimulate engagement with secular issues from a Christian perspective; to provide an all-campus opportunity to hear leading Christian thinkers present differing Christian perspectives on complex issues; to articulate reasons why Christians should serve the common good, all to the greater glory of God.

## **Fall Convocation**

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

## **Residence Life**

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

## **Counseling and Academic Support**

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The Cushing Center for Counseling and Academic Support offers tutoring, writing assistance, career development, counseling and psychological services, and the Act 101 Program.

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

The **Writing Center** is staffed by trained writing assistants who are dedicated to helping students improve their writing skills across all their courses.

**Counseling services** include personal counseling for emotional and interpersonal concerns as well as academic coaching for time management, study skills, etc.

The **Act 101 Program** (PA Higher Education Equal Opportunity Act), open to motivated Pennsylvania residents with certain academic and financial needs, provides a special program of academic and personal support.

## **Students with Disabilities**

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Eastern University is committed to facilitating access for students with disabilities through the provision of reasonable accommodations and appropriate support services. To begin this process, students meet with staff at the Cushing Center for Counseling and Academic Support and present documentation of disability to establish eligibility. Staff then review the documentation and consult with the student and other involved parties regarding reasonable accommodations.

## **Career Services**

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

## **Student Leadership Development**

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

## **Student Government**

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

## **Student Publications**

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

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

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

## **Honor Organizations**

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

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



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

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

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

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

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

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

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

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

## Other Organizations

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

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

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

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

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

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

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

**Students in Free Enterprise (SIFE)** provides opportunities for students to participate in community outreach programs that teach free enterprise.

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

## Social Life

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

## Cultural Enrichment

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

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

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

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

## Athletics

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The Eastern University athletic department is affiliated with the NCAA Division III and participates in the Middle Atlantic States Collegiate Athletic Corporation (MASCAC). Intercollegiate sports offered to women include field hockey, cross country, basketball, soccer, softball, lacrosse, tennis, golf and volleyball. Intercollegiate sports offered to men include soccer, basketball, baseball, lacrosse, golf and tennis. Volleyball is offered as a men's club sport.

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

## Equity in Athletics Disclosure Act of 1994

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

# Location and Facilities

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## The St. Davids Campus

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The Eastern University main campus incorporates academic facilities, playing fields and residence halls with three small lakes and beautifully landscaped countryside. Half of its 92 acres remain in a natural state.

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

## Academic and Administrative Facilities

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The primary academic facility is the **McInnis Learning Center** which contains classrooms and offices for faculty, dean, and registrar and a 300-seat auditorium for the performing arts. It houses the biology science center, a highly regarded curriculum laboratory for education students, the technical support center, a computer-assisted language laboratory, a fully equipped human performance laboratory for the Biokinetics department, and a student computer center.

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

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

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

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

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

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

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

**Eagle Learning Center** opened in January 2008 to house classrooms and offices for the Campolo College of Graduate and Professional Studies.

## **Athletic Facilities**

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

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

Outdoor facilities at Eastern include four all-weather tennis courts, Hender Baseball Field, Strain Field for field hockey, a softball field, Olson Field which includes a soccer/lacrosse all-weather turf field, an adjacent practice field and an outdoor pool.

## **Campus Center**

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

## **Student Health Services**

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

## **Residence Halls**

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

# Admission of Undergraduates

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

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

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

*Note: The following information applies only to students seeking admission to Eastern's "traditional" undergraduate program. Those interested in the School of Management Studies (for students who are 21 years of age or older) and the BSN program (for RNs only) should obtain specific information on admission requirements and financial aid availability from the appropriate departments. Visit [www.eastern.edu](http://www.eastern.edu) for admission and program information.*

## Campus Visits

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

## Basis for Admission

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

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

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

## **Center for Counseling and Academic Support**

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Services offered through the Cushing Center for Counseling and Academic Support can help students who show the potential to succeed in college provided they have adequate support through counseling or academic coaching, tutoring, and personalized advisement. In addition to year-round support services, CCAS offers the EQUIP pre-college summer program, designed to introduce students to college life and to strengthen key academic and study skills. Some entering students may be required to attend EQUIP and/or use services throughout the year. Prospective applicants interested in pursuing admission through CCAS should contact the Office of Undergraduate Admissions for details.

## **Act 101 Program (PA Higher Education Equal Opportunity Act)**

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The Act 101 program, offered at Eastern through the Center for Counseling and Academic Support, offers special academic, personal, and financial support to help motivated Pennsylvania residents with certain academic and financial needs enter and succeed in college. Interested applicants can contact the Office of Undergraduate Admissions or CCAS for more information.

## **Transfer Applicants**

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

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

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

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

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

## International Applicants

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Eastern University welcomes applications for admission from well-qualified, non-U.S. resident citizens of other countries. The admission procedures are the same for all students with the exception of the SAT, which is optional for international applicants. (However, if the international applicant does take the SAT, he/she will be considered for academic/merit based scholarships). The Test of English as a Foreign Language (TOEFL) with a minimum computer based score of 213 is required for students whose native language is not English.

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

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

## How to Apply for Admission

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1. Submit the Application for Admission and enclose the non-refundable \$25 fee. The application form can be obtained from the Office of Undergraduate Admissions, Eastern University, 1300 Eagle Road, St. Davids, PA 19087-3696.
2. Have the Applicant Reference Form completed and returned to the Office of Undergraduate Admissions.
3. Request the official SAT or ACT score report to be sent to the Office of Undergraduate Admissions. Applicants whose native language is not English must also submit the official Score Report of the Test of English as a Foreign Language (TOEFL).
4. Request an official copy of the high school record to be sent to the Office of Undergraduate Admissions and a final copy sent after graduation. A GED will be accepted in place of the high school transcript for applicants who did not graduate. Home-schooled students may present a transcript compiled by their home-schooling parents in place of a high school diploma or GED. However, if SAT or ACT scores are below the University's minimum admission standard, applicants will be asked to provide additional information about graduation requirements and record-keeping standards established by their local educational authority. International applicants should submit certified mark sheets and examination results.
5. Transfer applicants: In addition to the above items, have official transcripts of all previous college or university work sent to the Office of Undergraduate Admissions. Request a supplementary transcript to include courses in progress at the time of application as soon as the courses are finished. Transfer applicants may be asked to provide an institutional catalog to aid Eastern in the proper evaluation of courses.

## **When to Apply**

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

**Early Application** – the summer before applicant’s senior year of high school.

Early application is for the student who is sure he/she wants to attend Eastern and desires early notification of admission.

**Regular Application** – the senior year of high school (September 1-May 31).

Application during the first semester of the senior year is recommended.

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

## **Previously Approved Applications**

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

## **Advanced Placement**

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

## **Early Admission**

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

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

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



## International Baccalaureate

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

## Non-Degree Studies

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

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

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

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

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

## Readmission

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

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

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

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

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

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

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

## **Financial Aid for Readmission**

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

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

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

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

# Financial Assistance

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

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

## Annual Application Procedures and Deadlines

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

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

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

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

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

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

### **FAFSA Deadlines**

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

### **Eastern Application Deadlines**

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

Deadlines for merit-based aid:

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

Deadlines for need-based aid:

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

### **State Deadlines**

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

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

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

### **FAFSA Exemptions**

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

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

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

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

## **Satisfactory Academic Progress**

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

The maximum timeframe for undergraduate students completing degree requirements is six years for full-time study and twelve years for part-time study. Therefore, financial aid will not be available beyond the maximum timeframes.

Also, please note: Eastern University funded financial aid (scholarships, grants, and discounts) is not available for more than eight (8) semesters - four (4) full-time years of study.

PHEAA State Grants are only available for eight (8) full-time semesters and sixteen (16) part-time semesters.

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

### **Quantitative Standards**

**Full-Time Students** – To be eligible for continued receipt of financial aid, full-time students enrolled in a degree program must register for and complete at least 24 “new” credit hours in an academic year (12 credits per semester).

**Part-Time Students** – To be eligible for continued receipt of financial aid, part time students enrolled in a degree program must register for and complete at least 12 “new” credit hours in an academic year (6 credits per semester). There is no Eastern University funded financial aid for part-time students taking less than 12 credits per semester.

Students whose status is split between academic years (full-time / part-time) will have their aid eligibility reviewed based on a pro-ratio 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**

**Grade Point Average Requirements** – When progress is reviewed, these requirements must be met by both full-time and part-time students. If this level has not been maintained, the student **MAY NOT RECEIVE ANY FINANCIAL AID OF ANY KIND** until that progress level is achieved.

At the completion of these credits...	24	41	54	55+
...this cumulative grade point average must be maintained.	1.75	1.85	1.95	2.0

### **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 and the student already received aid for these courses.

#### ***When Minimum Standards of Academic Progress are NOT Achieved:***

The Office of Financial Aid will notify students who fail to meet these requirements when information on academic progress is available at the end of the academic year (typically June). Students who fail to meet these requirements will not be considered for financial aid until all standards have been achieved. Under no circumstances will financial aid be awarded retroactively to the semester(s) in which the standards were not met.

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

A student who has not made progress may submit the Satisfactory Academic Progress Appeal Form to the Financial Aid Appeals Committee to request an extension to meet the progress requirements if they feel that there were circumstances that contributed to not making progress. Students filing the appeal form should write a letter to the Director of Financial Aid indicating why the requirements were not met and submit the letter with the Satisfactory Academic Progress Appeal Form by the deadline specified on the form. **APPEALS RECEIVED AFTER THE PUBLISHED DEADLINE WILL NOT BE CONSIDERED.** The student will be contacted in writing regarding the outcome of their appeal.

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

### **Traditional Graduate**

The maximum timeframe for completing degree requirements is three years for full-time study and four years for part-time study. Therefore, financial aid will not be available beyond the maximum timeframes. For further information regarding Eastern University Graduate Fellowships, Scholarships and Assistantships, refer to the individual applications or contact the Office of Graduate Admissions at 610-341-5972.

### **Quantitative Standards**

**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 (9 credits per semester).

**Part-Time Students** - To be eligible for continued receipt of financial aid, part time students enrolled in a degree program must register for and complete at least 12 credit hours in an academic year (4.5 credits per semester).

Students whose status is split between academic years (full-time/part-time) will have their aid eligibility reviewed based on a pro-ratio 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**

**Grade Point Average Requirements for Progress Review:** When progress is reviewed, these requirements must be met by both full-time and part-time students. If this level has not been maintained, the student **MAY NOT RECEIVE ANY FINANCIAL AID OF ANY KIND** until that progress level is achieved.



## Minimum Standards for Satisfactory Academic Progress for Eastern University Scholarships/Grants

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

### SCHOLARSHIP / MINIMUM CUMULATIVE GPA (CGPA)

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

\*Provost's was formerly called Dean's

	End of 1st year	End of 2nd year	End of 3rd year
Templeton Honors College Grant	3.3	3.4	3.5
Goode Scholars Scholarship	2.0	2.25	2.5
Leadership Grant	3.0	3.0	3.0

## Federal Assistance

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

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

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



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

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

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

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

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

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

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

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

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

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

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

A list of job descriptions and community service requirements are available on the Financial Aid Web site at [www.eastern.edu/centers/finaid/student\\_employment\\_position\\_list.shtml](http://www.eastern.edu/centers/finaid/student_employment_position_list.shtml).

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

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

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

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

**PLUS Loan (Federal Parent Loan for Undergraduate Students)** is obtainable through any participating bank. Parents may borrow up to the Cost of Attendance (COA) minus the student's expected financial aid. The interest rate is variable and repayment typically begins within 60 days after the second disbursement of funds is made to the University. Repayment may extend over a ten-year period. If a parent applies and is turned down for any reason, the student may borrow an additional Stafford Unsubsidized Loan up to a maximum of \$4,000 for first and second-year students, and \$5,000 for third and fourth-year students per academic year.

## State Assistance

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

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

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

## University Assistance

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

**Academic Scholarships** are awarded to incoming students based on admissions academic criteria. Eastern's scholarship policy allows all students to receive their scholarship for two years without earning the required cumulative GPA. This policy affords all students a 1 year grace period. After that point, renewal of these scholarships is contingent upon the student's meeting the minimum cumulative grade point average (CGPA) required for their scholarship. Students who do not meet the stated CGPA will be notified in writing of the loss of their scholarship. Students are able to appeal the loss of their scholarship by writing a letter of appeal to the Director of Financial Aid.

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

**Templeton Honors College Grant** is a yearly grant awarded to all THC students in good standing. The award amount for incoming students in fall 2008 is \$12,000/year. Students who have a minimum SAT score of 1350 (30 on the ACT Verbal) or who rank in the top 9% of their high school class may request an application from Admissions. An interview is required of all applicants. Students are notified on a rolling basis. Continuation in the program is dependent upon the student achieving a 3.3 cumulative GPA (CGPA) at the end of the first year, a 3.4 CGPA at the end of the second year and a 3.5 thereafter. *Students only interested in accepting their Templeton Honors College Grant and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this grant.*

**Goode Scholars Scholarship** was developed to assist incoming urban students who have at least a 2.5 CGPA and who rank in the top 30% of their class. The \$2,000 annual scholarship will enable 20 hard-working, service-minded students, with a demonstrated capacity for leadership, the opportunity to prepare themselves as future leaders in the community. Interested students

should contact Admissions for an application. A CGPA of 2.0 after the first year, 2.25 the second year, and 2.5 each succeeding year, as well as meeting other stipulations of this award are required to maintain the scholarship. *Students only interested in accepting their Goode Scholars Scholarship and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this scholarship.* Students must file the FAFSA each year to be considered for all need-based institutional, state and federal aid.

**Leadership Grant** is a \$2,000 yearly grant given to 20 first-year students based on their outstanding potential for scholastic achievement, Christian service and leadership. Separate application procedures (including a 3.5-4.0 GPA) and deadlines exist for this program. Students interested in this grant should contact Admissions for an application. Awards are renewable dependent upon maintaining the minimum CGPA of 3.0 and the requirements within the program. *Students only interested in accepting their Leadership Grant and not interested in receiving other forms of aid are not required to file the FAFSA to apply for or to renew this grant.*

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

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

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

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

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

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

## **Endowed Scholarship Funds**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**John M. Jones Scholarship Fund** was established in 1975.

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Robert H. and Clare B. Weeder Scholarship Fund** provides assistance to a pretheological student.

## Other Assistance

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

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

## Additional Financial Aid Policies

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1. Students must reapply for financial aid each academic year. The Free Application for Federal Student Aid (FAFSA) is the form required from students who are applying for Federal Title IV need-based aid, state grants, student loans, need-based Eastern University financial aid, as well as the National Scholastic Award, Tuition Exchange or Eastern University Tuition Remission. (Please see the "Annual Application Procedures and Deadlines" section of the catalog for more information on these programs.)
2. Students who are only accepting their Eastern Academic Scholarship (Trustee's, Presidential, Provost's, Achievement), Goode Scholars Scholarship, Music Scholarship, Leadership Grant or Templeton Honors College Grant are not required to file the FAFSA. (Please see the "University Assistance" section of the catalog for more information on the programs.)
3. Eastern University awards University-funded grants and scholarships to full-time undergraduate students matriculated in a degree program. Eastern aid is awarded for a maximum of eight (8) full-time semesters. Fifth-year students may be eligible for Federal Pell Grants, Federal Work-Study and Federal Stafford Loans, but are not eligible for any University-based funds.
4. The total of Eastern University scholarships, grants, awards and discounts may not exceed full tuition and do not cover the following extra charges: single room, overload courses (more than 18 credits per semester), double majors or a fifth year of study.
5. Receipt of Eastern University need-based aid in one year is not a guarantee of award in any other academic year.
6. Federal Regulations require students who are receiving any outside sources of financial assistance (scholarship, grant, award) to notify the Office of Financial Aid.
7. Federal, State and University regulations prohibit "over-awards" – aid in excess of the Cost of Attendance (COA). All outside awards, whether based on academic merit or financial need, will be counted as a source of aid and will be added to the total financial aid package. This may result in a reduction of other aid, such as loans or work.
8. Students are also required to report any change of enrollment status (part-time to full-time, or full-time to part-time), residence status (on campus



to home with parents/relatives, or the other way around), or financial status to the Office of Financial Aid.

9. The award of federally funded financial assistance (Pell Grants, FSEOG Grants, Federal College Work-Study, Perkins Loan and Stafford Loans) is made subject to the approval, by Congress, of the federal budget. Therefore, the student is required to sign a statement (on the FAFSA) affirming that any funds awarded through these programs will be used for expenses related to attendance at Eastern before the Office of Financial Aid will credit such funds.
10. Each applicant for need-based financial aid must agree to submit his/her own and parents' completed and signed Federal Income Tax Returns with all schedules and W-2s to the Office of Financial Aid upon request. A student, or a member of the student's family, that knowingly makes false statements or misrepresentations on any application or form for financial aid, may be liable for prosecution, fines and repayment of all aid. This would not relieve the student of financial obligation to the University. In addition, the student may be refused admission or may be dismissed from the University or may receive another penalty deemed appropriate by the University.
11. All first-time Federal Stafford Loan and/or Federal Perkins Loan borrowers must complete a Loan Entrance Interview with the Office of Financial Aid and submit the signed forms before any loan funds can be credited to their account.
12. All students leaving the University (due to graduation, withdrawal or leave of absence) who have participated in the Perkins Loan or Stafford Loan Programs, are required to complete an Exit Loan Interview. The purpose of the interview is to make the students familiar with the rights and obligations for repayment of their student loan(s).
13. Eastern University is committed to providing equal educational opportunities to all qualified persons regardless of their economic or social status and does not discriminate in any of its policies, programs or activities on the basis of gender, race, age, handicap, marital or parental status, color or national or ethnic origin.

# 2008-2009 Schedule of Student Charges

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## Tuition Charges

Full-Time (12-18 Credits)	\$11,335.00 per semester
Overload credits	\$480.00 per credit
Part-Time (1-11 Credits)	\$480.00 per credit
Summer School, Guest Student	\$480.00 per credit

## Room Charges

Basic Housing	\$2,345.00 per semester
Single Room Premium	\$455.00 per semester
Apartment	\$2,945.00 per semester
Room with Semi-Private Bath	\$2,740.00 per semester
Suite	\$2,945.00 per semester
Summer Room	\$185.00 per week

## Board Charges

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

Board - Full (20 meals)	\$1,960.00 per semester
Board - Partial (12 meals) (Soph., Jr., Sr.)	\$1,900.00 per semester
Summer Board	\$181.00 per week

## Miscellaneous Fees

Application for Admission	\$25.00
Auditing - Undergraduate	\$255.00 per credit
Credit for Life Learning	
Portfolio Assessment (1-3 credits)	\$295.00
Computer Testout Fee	\$105.00
General Expense Deposit	\$150.00
<i>(General Expense Deposit is for new students, and returning students changing from part-time to full-time)</i>	
Late Enrollment Deposit	(Minimum) \$1,430.00
<i>(Students accepted or making deposit within 30 days of semester start)</i>	
Graduation Fee	\$115.00
Health Insurance for students under age 23 (8/08-8/09)	\$1,162.00
Health Insurance for students age 23 and over (8/08-8/09)	\$1,416.00
Housing Deposit	\$150.00
<i>(Returning students only: this is not an additional charge; it is applied to the housing bill at the beginning of the fall semester)</i>	
Identification Card Replacement	\$35.00
Off-Campus Studies	\$390.00
Parking Registration - Full-time Students (Annual)	\$160.00
Parking Registration - Part-time Students (Annual)	\$95.00
Returned Check Fee (NSF or Closed Account)	\$50.00
Transcript Fee (Lifetime)	\$45.00
Wind Energy Fee (Optional, Annual)	\$26.00
Yearbook (Optional)	\$65.00

## Course Fees

Biokinetics Laboratory	\$125.00
Information Technology Laboratory	\$125.00
Introduction to Faith, Reason and Justice (INST 150)	\$145.00
Music Laboratory	\$125.00
Psychology Laboratory	\$125.00
Science Laboratory	\$125.00
Student Teaching	\$400.00

<b>Music Fees</b>	<i>Majors</i>	<i>Non-majors</i>
Private Lessons	\$284.00 per credit	\$325.00 per credit

## Late Payment Fee

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

## Late Registration

A student may register through the first day of classes, but a penalty may be assessed based on the following schedule:

### *Registration Due Dates:*

No penalty, may register online or by paper: Up to 4 weeks prior to session start

Late Registration: Must register by paper through the Student Accounts Office and include payment with registration: Up to 2 weeks prior to session start

Late Registration with Late Payment Fee; must register by paper through the Student Accounts Office and include payment plus Late Payment Fee of \$110.00: Up to session start

## Monthly Service Charge on Delinquent Accounts

A *Monthly Service Charge of 1.5%* will be added to all accounts that become delinquent. In addition, the Monthly Service Charge is added to all delinquent accounts that are carrying past due balances. The Monthly Service Charge is added to accounts just prior to the mailing date of the Monthly Account Statements. If the student has chosen one of the multiple payment options *and* keeps current with his/her payments, no Monthly Service Charge will be billed.

## Payment Plan Fees

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

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

*Payment plans are not available for summer sessions.*

## Wind Energy Program Fee

The Student Government Association (SGA) has asked that the University assess an annual fee of \$26.00 to each student, so that Eastern can buy electric power from wind energy sources. The SGA's recommendation is based on a report from the Sustainable Peace Initiative (SPI), a group of Eastern students and faculty, who have called the community to a more sacred stewardship of our environment. The SPI report documents the positive effects of wind-generated energy on our air and health. The fee is included in your bill, but will be deducted if you choose not to participate. (Participation options are provided on your session bill.)

## Annual Charges

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	<i>Resident Student</i>	<i>Commuting Student</i>
Tuition	\$22,670.00	\$22,670.00
Room & Board (Basic)	8,610.00	0.00
Total	\$31,280.00	\$22,670.00

### Tuition

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

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

### Room

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

### Board

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

### Payment and Payment Arrangements Options

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

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

*Alternate payment plans are available.* Students may select a multiple payment plan for an individual semester, or may elect to enroll in the *10 Payment Plan* to pay for the entire year's estimated bill in 10 equal monthly payments.

**Please note!** Electing the 10 Payment Plan over the Single Semester Multiple Payment Plan will be the less expensive option for nearly all students! All payment plans *must* be arranged in advance of the semester and *do* carry additional fees.

#### **Payment Plan Due Dates**

10 Payment Plan: year: June 15 - March 15 (Annual Charges Only)  
4 Payment Plan: fall: July 15 - October 15  
spring: December 15 - March 15

Students electing participation in a plan after the first due date will be responsible for making a multiple payment in order to catch up with the payment plan cycle.

For further information, contact the **Student Accounts Office at 610.341.5831**. Online payment options are available. Please visit the student accounts Web site at [www.eastern.edu/centers/sfs](http://www.eastern.edu/centers/sfs).

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.*

### **General Expense Deposit (GED)**

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

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

### **Housing Deposit**

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Resident students returning for the next academic year should submit a housing deposit by approximately March 15 of each year (date determined by the Office of Student Development). Students who are returning after an absence and who desire housing must make a deposit before housing can be assigned. This deposit and class registration, along with satisfactory payment arrangements on their account, assures students an opportunity to secure housing for the next academic year, subject to availability. This deposit is applied as a credit toward tuition when the student returns to the University. **Please Note:** The Housing Deposit is non-refundable.

## Late Admission Deposit

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Persons applying for admission, being accepted to the University or making deposit after August 1 for the fall semester will be required to pay a minimum \$1,430.00 enrollment deposit. This payment is credited for the GED (see page 45) and a portion of the fall tuition charges. Financial aid (if expected) must be arranged immediately.

## Withdraw and Refund Policy

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**Eastern University Policy** requires that any student who wishes to withdraw from all courses is required to complete an Eastern University Exit Interview with the Office of Student Development. Please note that the first day of classes is counted as the first day of scheduled classes for the entire institution without regard for the start date of individual classes.

Students are not normally entitled to receive a refund of any special fees, including the fee for taking more than 18 credits or part-time student fees, or a refund for courses for which they have registered, even if they officially withdraw from the course within the withdrawal period. **Room and board charges are non-refundable after the first day of classes.**

**Students who wish to withdraw from ALL COURSES** are eligible for a **tuition refund** based on the following schedule:

Withdrawal during regular semester:

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

**Students who receive Title IV Federal financial aid** and wish to withdraw from **all** courses should complete an Eastern University Exit Interview with the Office of Student Development and notify the Office of Financial Aid of their change in enrollment status. *Students participating in the Federal Stafford Loan Program must complete a Loan Exit Interview online at [www.aessuccess.org](http://www.aessuccess.org) (contact the Office of Financial Aid with questions) and/or a Perkins Loan Exit Interview online at [www.ecsi.net](http://www.ecsi.net) (contact the Student Loan Officer with questions).* If a student withdraws without notification, the last date of recorded class attendance or the mid-point of the semester will be used as the withdrawal date.

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

### RETURN OF FEDERAL TITLE IV FUNDS

The Office of Financial Aid recalculates Federal Title IV financial aid\* for all students receiving Federal Title IV assistance who withdraw, drop out, are dismissed or take a leave of absence from all courses prior to completing 60% of a semester.

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

*Percent of Federal Title IV Aid earned is equal to:*

The number of calendar days completed up to the withdrawal date\*\*  
divided by the total number of calendar days in the semester.

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

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

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

When Federal Title IV aid is returned, the student may owe a balance to the University. Students owing a balance should contact the Student Accounts Office to make payment arrangements. The Student Accounts Office can be reached by calling 610.341.5831, Monday through Friday from 9 a.m. to 5 p.m.

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

\*Federal Title IV Financial Aid includes:

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

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

## Monthly Account Statement

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On or about the 15th of every month, an account statement will be generated and mailed to students. The Monthly Account Statement is a reflection of all financial transactions including late penalties and service charges posted to the account up to the date on which it is generated.

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

**Please Note:** If the financial aid that you anticipated is not reflected on the monthly statement, please contact the **Office of Financial Aid directly at 610.341.5842.**

## Mailing Policies

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

- 1) *Session bills* are always sent to a **home** mailing address *unless otherwise requested.*
- 2) *Monthly Statements of Account* are always mailed to the **home** mailing address *unless otherwise requested.*
- 3) *Warning Notices* and other special notices about the account status are mailed to **both** the home address and campus mailbox (if applicable). This is done to ensure that notices of an urgent nature are handled promptly.

- 4) All other informational materials and newsletters are mailed to the home address unless otherwise specified.
- 5) All correspondence is addressed to the student.

### **Address Changes**

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

### **Financial Holds**

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

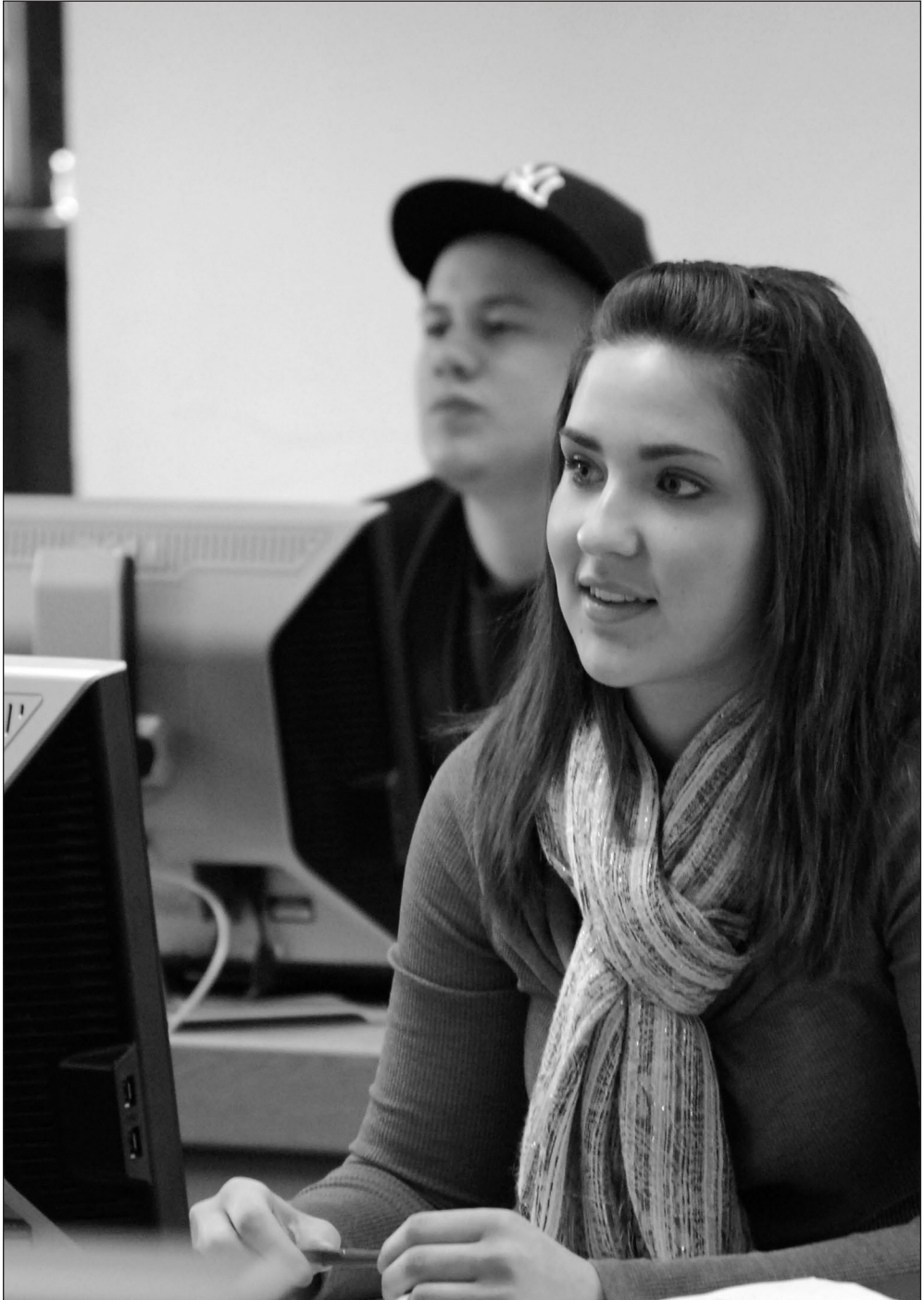
### **Exit Counseling for Loan Participants**

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



# CURRICULUM



# The Academic Program

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

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

## **Majors**

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

## **Minors**

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

## Summary of Majors and Minors Offered

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

	<i>Major and Degree Received</i>	<i>Minor</i>
Accounting		X
Accounting and Finance	BS	
American History		X
Anthropology		X
Astronomy		X
Athletic Training	BA	
Biblical Studies	BA	X
<i>Concentrations:</i>		
Biblical Languages		
Without Biblical Languages		
Biochemistry	BS	
Biological Studies	BA	
Biology	BS	X
Chemistry	BS	X
Chemistry-Business	BA	
Communication Studies	BA	X
<i>Concentrations:</i>		
Relational		
Organizational		
Media		
Theory		
*Dance	BA	X
Economic Development	BA	
Economics		X
Elementary Education	BS	
English	BA	
<i>Concentrations:</i>		
Journalism		X
Literature		X
Writing		X
Entrepreneurial Studies	BA	
Environmental Studies	BA	X
Exercise Science	BS	
European History		X
Finance		X
Fine Arts		X
French		X
French Civilization		X
Gender Studies		X
History	BA	
Individualized	BA	
International Area Studies and Business	BA	
Latin American Studies		X
Leadership		X

	<i>Major and Degree Received</i>	<i>Minor</i>
Legal Studies		X
Management	BS	X
Marketing	BA	X
Mathematics	BA	X
Missions		X
Missions and Anthropology	BA	
*Music	BA	X
<i>Concentrations:</i>		
Church Music		
Composition/Electronic Music		
Performance		
Teaching		
Nonprofit Administration		X
Philosophy		X
Political Science	BA	X
Psychology	BA or BS	X
Social Welfare		X
Social Work	BSW	
Sociology	BA	X
Spanish	BA	X
Sport and Coaching		X
*Theatre		X
Theological Studies	BA	X
Youth Ministries	BA	

\* *Audition Required.*

*Note: AA awarded to students of Esperanza College.*

## **Core Curriculum Requirements**

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

<b>The Fixed Core Curriculum</b>		<i>Credit Hours</i>
BIB 101	Nature and Meaning of the Old Testament	3
BIB 102	Nature and Meaning of the New Testament	3
ENG 102 or 103	College Writing	3
INST 150	Introduction to Faith, Reason and Justice	3
INST 160 or 161	Heritage of Western Thought and Civilization: Ancient or Modern	3
INST 250	Science, Technology, and Values	3
INST 270	Justice in a Pluralistic Society	3
		<u>Subtotal: 21</u>

## Breadth Requirements

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

Foreign Language (for B.A. and B.S.W. degree students only)	0-6
(Two semesters of foreign language study is required for first-year students entering in fall 2006 and after. Students who attained a score of 550 on a Foreign Language SATII need to complete one semester of the same language. Students will be exempt from the foreign language requirement if they:	
<ul style="list-style-type: none"><li>• Earn a score of 3, 4, or 5 on an AP Language Exam</li><li>• Earn a score of at least 50 on the French, German or Spanish CLEP Exam</li><li>• Spend one semester in a study abroad program in a non-English speaking country and successfully complete at least one three-credit foreign language course in the language of that country while there.</li></ul>	
Physical Fitness (One course maximum from BKIN100 options)	3
Theological Studies (One course from THEO 210, 240, 251, 252)	3
Natural Sciences	7-8
(Two courses from astronomy, biology, chemistry, computer science, math, or physical science, <i>one of which must be a natural science laboratory course.</i> )	
Humanities	6
(Two courses from communication studies, dance, English literature, fine arts, history, languages, music, philosophy or theatre.)	
Social Sciences	6
(Two courses from anthropology, economics, geography, missions, political science, psychology, social work, or sociology.)	
Cultural Horizons	3
(One course from DAN 365, 375; ENG 225; HIS 350, 352, 353, 354, 371, 372, 440; INST 213, 214, 215, 216, 218; MUS 250; SOC 350; SPA 402)	
Capstone: A Christian Perspective	3
(The purpose of INST 480 Capstone is to provide a point of culmination and integration to the educational experience of undergraduate junior and senior students. It seeks to build on and extend their abilities to utilize a Christian worldview by intelligently applying biblical	

and theological resources to a given topic of significant importance to the contemporary world. It also utilizes the perspectives and approaches of at least two disciplines so as to model and explore the unity of truth across disciplinary boundaries.)

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*Subtotal:* 31-38

Combined Core Curriculum

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*Total:* 52-59

### **Math Competency Requirement:**

Students entering with a Math SAT lower than 480 must pass one 3-credit math course at the 100 level or above. Three hours of any college-level math requirement may also count toward the Natural Sciences (non-laboratory) breadth requirement.

### **Guidelines**

1. A student who has taken a Western civilization course or CLEP prior to matriculating at Eastern may receive credit for INST 160 and/or INST 161. Once a student has registered at Eastern, she/he must take INST 160 or 161 at Eastern.
2. The Capstone requirement must be fulfilled at Eastern University or an approved CCCU Off-Campus Program. It is recommended that the Capstone be taken no earlier than the second semester of the junior year.

## **Major Declaration**

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

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

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

## **Change of Major**

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

## **Second Major**

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

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

## **Individualized Major**

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

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

If approved by the faculty of the division, the proposal will be forwarded to the College of Arts and Sciences Curriculum Committee to be recorded in the minutes.

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

## **Second Baccalaureate Degree**

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

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

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

## **Affiliate Programs**

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

## **Special Off-Campus Programs**

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

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

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

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

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



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

**Australia Studies Centre\*** students take classes at Wesley Institute for Ministry and the Arts in suburban Sydney. Course work is supplemented by experiential seminars, home-stays and field trips.

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

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

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

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

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

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

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

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

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

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

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

**Los Angeles Film Studies Center\*** was inaugurated in 1991 and is located in Burbank, CA, near major production studios. A semester-long program combines seminar courses with an internship in various segments of the film

industry, providing students an opportunity to explore the industry within a Christian context and from a liberal arts perspective.

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

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

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

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

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

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

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

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

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

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

**Washington Journalism Center\*** is a semester-long program in Washington, D.C., created for students interested in the field of journalism. Classes and an internship at a top new publication will help students learn to integrate their faith in a journalism career.

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

## Financial Aid for Off-Campus Programs

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

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

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

**1) Council for Christian Colleges and Universities (CCCU) Program:**

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

**2) Eastern University Partnership Program:**

Urban Immersion, Messiah College	Philadelphia, PA
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**3) Programs approved by the Eastern University Curriculum Committee:**

Alderson-Broadus	Austria
Center for Cross-Cultural Studies	Spain/Argentina
Creation Care Study Program	Belize/New Zealand
Eduventure	Mexico/Fiji
Focus on the Family	Colorado
Hong Kong Baptist University	Hong Kong
Jerusalem University College	Jerusalem
Lithuania Christian College	Lithuania
Netherlandic SPICE	Netherlands
Oregon Extension	Oregon
Oxford Study-Abroad Program	England
St. Andrews University	Scotland
Universidad de las Américas-Puebla	Mexico

**4) Foreign language major. Please note these additional provisions:**

- the student must have an average of B or better in the language of study.
- Foreign language majors are the only students currently approved for two semesters of Eastern aid for off-campus study for their major.

Both off-campus programs must be related to the student's major and/or minor language.

– Foreign language majors are not limited to the programs listed above.

**Additional information for off-campus study:**

- A student may not use Eastern University funds for programs of less than 12 credits during the regular semester.
- A student may not use Eastern University funds for programs of study during the summer.
- A student may not use Eastern University funds for an Eastern sponsored travel Capstone course.
- A student may not use Eastern University funds for a program taken while on a leave of absence from Eastern.
- A student must complete the Registrar's *Permission to Take Course Work Elsewhere Form* if the program is not in a CCCU or partnership program.
- Federal and state funded financial aid is available for off-campus programs and courses, provided that Eastern grants full credit toward their degree program, and provided that the student meets financial aid eligibility criteria, as determined by filing the *FAFSA* and making Satisfactory Academic Progress.
- **Payment of Charges - Students who attend off-campus programs must make satisfactory payment arrangements with the Executive Director of Student Financial Services** at least 90 days prior to the start of the off-campus program. An administrative fee for off-campus studies is charged for many off-campus programs.

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

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

## **Career Opportunities**

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### **Pre-Dental, Pre-Medical, Pre-Vet**

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

English (composition and literature): 1 year

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

Physics (including laboratory): 1 year (Calculus I is a prerequisite.)

Biology (including laboratory): 1 year

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

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

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

### **Pre-Law**

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

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

### **Teacher Certification**

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

### **ROTC**

Valley Forge Military College will provide Senior Division Academic Instruction of the Army Reserve Officers' Training Corps, and Saint Joseph's University will provide either the two-year or four-year curricula of the Air Force Reserve Officers' Training Corps on their respective campuses, for qualified, full-time Eastern students. Registered Eastern University students making satisfactory academic progress will be granted academic elective or activity credit applicable toward graduation for their successful completion of ROTC courses. The maximum number of credits granted for either program will not exceed two activity credits and 12 academic elective credits.

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

## **Graduate Course Work**

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

1. To provide enrichment in the undergraduate program of study:  
The student must have a 3.0 grade-point average, senior standing (88 credits) and written approval of the Graduate Program Director for the requested course. Eligible undergraduate students may enroll in two graduate courses without formally applying to the Graduate program. The graduate credits will be billed at the undergraduate rate within the student's regular semester load. The graduate course(s) may fulfill the requirements and credit hours of the student's undergraduate degree.
2. To earn graduate credit to be held in escrow until the student enters a graduate program of study:  
The student must have a 3.6 grade-point average, senior standing (88 credits), and must formally apply to the Graduate program through the Office of Graduate Admissions. Eligible undergraduate students may enroll in two graduate courses before completing the undergraduate degree. The graduate credits will be billed at the graduate rate, which will be in addition to the student's regular undergraduate semester load. The graduate course(s) may not fulfill the requirements or credit hours of the undergraduate degree. When the student earns an undergraduate degree and enters a graduate program of study at Eastern, the course grades and credits will be awarded.

# The Templeton Honors College

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The Templeton Honors College (THC) is Eastern University's "college within the University" designed to challenge and prepare the most academically gifted undergraduate students for well-rounded leadership and service as individuals of influence in culture, society and in their professions. We provide a holistic core program focused on the life of the mind, character formation and skill development. THC students choose any major from Eastern University's offerings.

The core curriculum involves intensive reading, writing and discussion in both the Great Books and major current books and ideas. Throughout their education, Templeton Honors students will receive a thorough grounding in the humanities and sciences through a learning experience comprised of specific THC seminars, a broad selection of honors electives, and diverse cultural experiences, such as visiting the Philadelphia Chamber Orchestra and the Philadelphia Art Museum.

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

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

## Admissions Requirements

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1. Acceptance to Eastern University.
2. Students entering from high school must be in the top 9% of their graduating class and have SAT scores of 1300/2020 or ACT scores of 30, or extraordinary leadership abilities with significant academic achievements.
3. Transfer students must have a 3.5 grade-point average from prior institution(s) and no more than 36 credits.

## Core Curriculum Requirements

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### First Year

**HON 101** Introduction to the Liberal Arts: The Life of the Mind as a Christian Calling

**HON 102** Justice, the Common Good, and Contemporary Issues

*Honors sections :*

**BIB 101H** Nature and Meaning of Old Testament

**BIB 102H** Nature and Meaning of New Testament

**INST 160H** Western Civilization I: The Great Books

**INST 161H** Western Civilization II: The Great Books

*(Note: ENG 102, College Writing, is waived for Honors College students.)*

### Second Year

**HON 201** Cosmology

**HON 202** Introduction to Christian Theology

**THEO 210** Foundations of Christian Spirituality

**COM 120H** Public Speaking



### **Third and Fourth Years**

**Study away** for one academic session

**Electives** (choose TWO from the list of elective course options, both of which must be outside the student's major.)

**INST 480** Capstone

**Senior Honors Thesis** in major

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### **Continuation Requirements**

Templeton Honors College students must maintain a grade-point average of 3.3 the first year and a 3.5 grade-point average in subsequent years.

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

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

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### **Templeton Honors College Course Descriptions**

#### **HON 101 Introduction to the Liberal Arts: The Life of the Mind as a Christian Calling**

As students of the Templeton Honors College, you've answered a call to the life of the mind that will shape your choices and projects for the next four years and beyond. This seminar intends to prepare you for living out that vocation by leading you into careful reflection on the nature and demands of the intellectual life, the nature of virtue and vice, and the concept of vocation, all in the context of Christian convictions and concerns. Fulfills INST 150.

#### **HON 102 Justice, the Common Good, and Contemporary Issues**

As Christians, we are called not just to walk humbly with our God, but also to act justly and to love mercy (Micah 6:8). Eastern University and the Templeton Honors College have a special commitment to justice and mercy, and in this class we will explore the concepts of justice and the common good from a Christian perspective and in relation to several important contemporary issues. Fulfills INST 270.

#### **HON 201 Cosmology**

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

#### **HON 202 Introduction to Christian Theology**

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

#### **INST 160H Western Civilization I: The Great Books**

#### **INST 161H Western Civilization II: The Great Books**

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



# Graduate and Professional Programs

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The College of Arts and Sciences is enriched by the presence of graduate and other adult students in the following programs offered in the Campolo College of Graduate and Professional Studies. Visit [www.eastern.edu](http://www.eastern.edu) for admission and program information.

## General Studies

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### **The Associate of Arts in Liberal Arts**

The program is designed to offer adult learners who are 21 years and older the opportunity to earn an associate's degree by taking liberal arts courses in an accelerated format.

## Business and Management Programs

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### **Bachelor of Arts (Organizational Leadership)\***

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

### **Bachelor of Science (Business Administration)\***

The purpose of this major is to provide key growth opportunities including: global awareness and complex thinking; strategic planning, ethical reasoning and decision making; transformational leadership; project management; business process analysis; and identification/development of human and social capital.

### **Master of Business Administration (Health Administration)**

The Fast-Track MBA® in Health Administration is designed to address business issues unique to managers in the health care disciplines.

The core curriculum seeks to provide a blend of theory and application to guide students through the interactions between the health care industry and the various global, legal, financial, policy and marketing trends.

### **Master of Business Administration (Management)**

The Fast-Track MBA® in Management is designed to develop leaders who are both ethical and entrepreneurial in their interactions with the knowledge-based, global economy in the 21st century.

### **Master of Science in Nonprofit Management**

The MS in Nonprofit Management (weekend residency) program is one of only a few graduate programs in the country focused on the management needs specific to the nonprofit sector.

*\*Program designed for adult learners who are 21 years or older and bring prior college credits to complete the 121-credit bachelor's degree in an accelerated format.*

## Counseling Psychology Programs

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### **Master of Arts in Counseling (Community/Clinical)**

This 48-credit degree offers a framework for understanding human experience and the deepest motivation of human behavior. This degree covers all academic competencies required for Pennsylvania licensing as an LPC (Licensed Professional Counselor).

### **Master of Science in School Psychology\*\***

This 60-credit degree qualifies the graduate for certification as a school psychologist with the Pennsylvania Department of Education.

### **Master of Arts in School Counseling\*\***

This 52-credit degree qualifies graduates for certification as school counselors with the Pennsylvania Department of Education.

*\*\*Successful completion of prerequisite courses and PRAXIS exam also required.*

## Education Programs

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### **Bachelor of Science (Elementary, Special and Early Childhood Education)\***

The accelerated format of this 121-credit degree program allows working adults with prior college credit to prepare for teaching certification.

### **Master of Education (Multicultural Education)**

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

### **Master of Education (School Health Services)**

The mission of the 30-credit program is to produce outstanding health professionals who are committed to meeting the needs of a diverse population and to their holistic development.

## Leadership and Development Programs

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### **Master of Arts in International Development**

The 30-credit program targets leaders, facilitators and managers of development projects who want to enhance their theological framework for development, hone their skills and gain a better understanding of the social, economic and cultural perspectives that impact social transformation in the U.S. and abroad.

### **Master of Arts in Organizational Leadership**

This 30-credit program is designed for professionals who desire to advance their Christian leadership principles and critical leadership skills for global

*\*Program designed for adult learners who are 21 years or older and bring prior college credits to complete the 121-credit bachelor's degree in an accelerated format.*

public, for-profit and non-profit sectors. Biblical integration throughout the curriculum provides a foundation for practical skills such as modeling servant leadership, wise stewardship of financial and human resources, and strategic management in a world that is in constant change.

#### **Master of Business Administration (Economic Development)**

The 42-credit program addresses the multi-faceted causes of poverty and the need for holistic intervention strategies that address the underlying economic, social, cultural, political and spiritual challenges. It has two specializations: urban and international.

#### **PhD in Organizational Leadership**

This advanced research degree provides a core curriculum in organizational and leadership theory with concentrations in business leadership, nonprofit leadership and educational leadership, culminating in a dissertation.

### **Nursing Programs**

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#### **Bachelor of Science in Nursing (for Registered Nurses-RN to BSN)**

The Bachelor of Science in Nursing (for Registered Nurses) is available in an accelerated format designed for nurses who want to complete the degree in a fast-track mode over 20 months.

#### **Bachelor of Science in Nursing (for Korean Nurses)**

This program provides Korean nurses with an educational experience designed to strengthen their professional nursing skills within the U.S. health care environment, as well as develop their proficiency in English, particularly in conversational skills with patients and other health care providers.

#### **BSN Two2 - Second-degree Nursing Program**

The BSN Two2 curriculum incorporates teaching strategies that support and encourage adult learning. The program faculty are experienced professionals who stay current with the latest developments in nursing and health care.

The prerequisites of the program are: a 3.0 GPA; a bachelor's degree from an accredited college/university; and courses in anatomy and physiology I and II, microbiology, chemistry, statistics, and nutrition.

#### **Master of Science in Health Services Management**

This 30-credit degree program provides hospital and health systems employees with graduate-level education in clinical management.

### **Urban Studies Programs**

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#### **Master of Arts in Urban Studies**

The 39-credit M.A. in Urban Studies addresses the critical need for effective Christian leadership in today's urban areas. Program concentrations include Arts in Transformation, Community Development, and Youth Leadership.

# General Academic Regulations

## **Class Attendance**

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The University expects all students to attend their scheduled classes and laboratory periods regularly. It is recognized that what constitutes satisfactory attendance will vary among disciplines and courses within the same subject field. Accordingly,

at the beginning of each course, instructors will notify their students in writing via the course syllabus what constitutes satisfactory attendance in that course.

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

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

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

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

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

## **Class Cancellations**

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

## **Absence of Instructor**

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

## Convocations and Conferences

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

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

## Leave of Absence

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

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

## Withdrawal from the University

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

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

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

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

## **Required Withdrawal**

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

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

## **University Handbook**

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

## **Unacceptable Academic Behavior**

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

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

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

## **Penalties for Academic Dishonesty**

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

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

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

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

# Grading System

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## Principal Grades

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

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

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

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

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

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

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

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

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



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

## Other Grades and Notations

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

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

## Pass-Fail Courses

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

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

## Pass-No Credit Option

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

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

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

## **Audit Option**

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

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

## **Incompletes**

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

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

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

## **Change of Grade**

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

## **Grade/Evaluative Action Appeals Process**

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

## Procedure

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

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

- Step 1:** As stated above, the student should communicate with the instructor for an explanation of the grade or evaluative action. On rare occasions, a student and instructor fail to resolve the grade or evaluative action appeal through these informal measures, and in these cases, the student may then proceed to step 2. However, the formal appeal in Step 2 must begin within four weeks of the beginning of the following semester<sup>4</sup>.
- Step 2:** A student may initiate a formal appeal by completing the Grade/Evaluative Action Appeals Form (Appeals Form) and submitting it to the course instructor. The Appeals Form must be submitted within four weeks of the beginning of the semester<sup>4</sup> immediately following the semester<sup>4</sup> in which the grade/evaluative action was received. The Appeal Form must include all necessary documentation and evidence to support the grade/evaluative action appeal (Note: no additional documentation may be submitted beyond this step). The student should keep a copy of the form and attachments in the event that the student chooses to proceed to Step 3. The instructor will respond to the Appeal Form and accompanying documentation in writing within two weeks of receiving the Appeal Form<sup>2</sup>.
- Step 3:** If the student is still not satisfied with the resolution, the student must make a written<sup>1</sup> request to the instructor involved to submit the Appeal Form and accompanying documentation to the departmental chairperson/program director. The instructor will then forward the Appeal Form and all accompanying documentation to the chairperson/program director of the program. *This written request must be forwarded to the chairperson/program director within one (1) week following the due date of instructor's decision.* The departmental chairperson/program director will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, instructor and program dean.<sup>3</sup>
- Step 4:** If, after receiving a reply from the departmental chairperson/program director, the student is still not satisfied with the resolution, the student must make a written<sup>1</sup> request to the departmental chairperson/program director to submit the Appeal Form and accompanying documentation to the program dean. This written request must occur within one (1) week of receiving the departmental chairperson's/program director's decision. The departmental chairperson/program director will then forward the Appeal Form and all accompanying documentation to the program dean. The program dean will submit a written response to the student within two (2) weeks following the

student's written request for an appeal. A copy of the response will be provided to the student, instructor and program chairperson/program director.

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

<sup>1</sup> *May be satisfied by use of the eastern.edu email account and becomes a part of the appeals documentation.*

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

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

<sup>4</sup> *Semester refers to the period of time in which the course is instructed and evaluated.*

Go to [www.eastern.edu/academic/registrar](http://www.eastern.edu/academic/registrar) to download the Grade/Evaluative Action Appeals Form.

## **Repeated Course**

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

If a student is taking a repeat course in any semester, he/she should schedule an appointment with the Office of Financial Aid to discuss the impact of repeating courses and Satisfactory Academic Progress for continued eligibility.

# Academic Standing

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## Dean's and Merit Lists

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

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

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

## Academic Classification

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

First Year .....	Less than 25
Sophomore .....	25–54.99
Junior .....	55–87.99
Senior .....	88 and more

## Academic Warning for Unsatisfactory Semester Grade-Point Average

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

## Acceptable Progress and Probation

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

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

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

## **Review of Scholastic Records**

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

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

## **Academic Dismissal**

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

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

A dismissal decision is made when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation.

It is, therefore, in the best interest of the student not to continue at Eastern. This decision is announced to the student by letter from the Dean of Arts and Sciences or delegated academic officer.

## **Appeal Procedure**

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

# Other Credit Opportunities

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## Course Work Done Elsewhere by Eastern Students

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

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

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

## Credit by Examination

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

## AP (Advanced Placement)

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

## **IB (International Baccalaureate)**

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

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

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

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

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

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Adults with significant professional experience may be granted academic credit by Eastern University for life and work experience not sponsored by a college or university. The process seeks to judge only competencies (results, level of performance, etc.), not years of experience. The hours granted will be placed on the student's transcript after successful completion of 15 hours of Eastern University credit. Fees are charged for portfolio assessment. (See Transferring Credit, Credit by Examination and Schedule of Student Charges.)



# Session Schedule

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## **Advising**

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

## **Registration**

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

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

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

## **Financial Clearance**

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

## **Course Loads**

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In the regular fall and spring semesters, the normal academic load is 15 credits. A full-time student may take up to 18 credits without special approval or overload credit fees, provided that the student is not on probation with a limit of 16 credits. A student with a 3.00 grade-point average or better may take additional credits with the Registrar's approval. The maximum load is 20 credits. There is a per credit charge for every credit over 18 credits up to the maximum of 20 credits (see Expenses).

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

## **Student Responsibility**

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

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

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

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

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

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

## **Mid-Semester Warnings**

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Students whose estimated course grades are below C level by the mid-point of the semester will receive notification from the Office of the Registrar identifying the course and giving the instructor's suggestions or comments. Students receiving

warnings are to meet with their instructor(s) as soon as possible. Faculty advisors will be notified of warnings given to their advisees.

## **Final Examinations**

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Final examinations are required for most courses. The final examinations schedule is published with the Schedule of Classes and is posted to [www.eastern.edu/academic/registar](http://www.eastern.edu/academic/registar) each semester. All examinations are to be taken at the times listed. The Dean of Arts and Sciences may grant exceptions to the schedule in cases of documented medical emergency or family crisis or when a student has three final exams scheduled on one day. Conflicts should not occur between final examinations since they are scheduled on the basis of course meeting times.

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

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

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

## **Final Grades**

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

## **Requests for Transcripts**

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

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

# Graduation

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## Student Responsibility

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

## Graduation Requirements

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

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

A student is subject to the core curriculum requirements of the catalog in effect at the date (either fall or spring semester) of matriculation and to the requirements for a major, minor, or teacher certification program at the date of declaration of such program (unless subsequent changes provide for substitutions of courses).

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

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

## Declaration of Intent to Graduate

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

## Dates on Diplomas

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

## Participation in Commencement Exercises

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

## Graduation Honors

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

- **Summa cum laude:** cumulative grade-point average of 3.90 or better.
  - **Magna cum laude:** cumulative grade-point average of 3.75 to 3.899.
  - **Cum laude:** cumulative grade-point average of 3.50 to 3.749.
- Transfer students are eligible for these honors if they have completed at least 60 semester hours of Eastern University credit.
- **With Distinction:** cumulative grade-point average of 3.8 or better for B.A., B.S. and B.S.N. students in the Campolo College of Graduate and Professional Studies.

## Graduation Prizes and Awards

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

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

- Biblical Studies Award** • Awarded to a graduating senior by the department for excellence in Biblical Studies.
- Christian Association for Psychological Studies Award** • Awarded to a graduating senior for outstanding achievement in psychology.
- Diane Renich Kelley Award in Missions** (\$1,000) • Presented to a graduating student for excellence in missions, as nominated by the faculty of Missions and Anthropology.
- Dorothy McCollum Award** (\$600) • Given through a generous gift by an alumna to the graduating senior with a major in English who has exhibited the most consistent performance in creative writing (expires May 2009).
- Elsie Williamson Fraser Award in Education** (\$1,000) • Presented to a graduating student for excellence in education studies, as nominated by the faculty of Education.
- Fox Chase Bank Award** • Awarded to the graduating senior who achieved high academic standing in a business major.
- Gilbert L. Guffin Freedoms Foundation Award** (\$50) • A prize given to a graduating senior for the best paper in some area of American history, particularly as it concerns basic freedoms.
- Heroic Endeavor Awards** (\$100) • Awarded to graduating seniors who have overcome extreme physical limitations, unusual family obligations or other non-academic personal problems to secure their diplomas.
- Jack Geiger Memorial Award** (\$50) • Awarded to the graduating senior majoring in business administration or economics who attained a grade-point average above 3.20 and was very active in the business student organizations, e.g., Society for the Advancement of Management (SAM), Students in Free Enterprise (SIFE), and /or Delta Mu Delta. One year's subscription to *Business Week*.
- Janice Stead Memorial Award** (\$50) • Presented at commencement each year to a student selected by the faculty for the student's contribution to the Christian Life Program of the University. Nominations of two or more persons shall be made to the faculty by the Chaplain.
- J. Bruce Walker Award** (\$600) • Given through a generous gift by an alumna to the graduating senior who has most effectively expressed, in any art form, the relationship between faith and life experience (expires May 2009).
- Kenneth Eugene Crow Memorial Award** (\$200) • Open only to juniors and seniors. Awarded once a year, at either the Fall Convocation or the Spring Commencement. A paper on the subject "The Christian Faith and Contemporary Thought" is to be submitted to the Christian Studies Department by April 1. Details of application are available.
- Lankenau Hospital School of Nursing Alumni Award** (\$125) • Awarded to a BSN student by the Department of Nursing for academic achievement and leadership.
- Marcus Aurelius Award** (\$100) • Awarded to the student submitting the best paper on any phase of the life of Marcus Aurelius, his papers or his studies.
- Margaret Ferre Memorial Award** (\$50) • Awarded to the senior with the highest average in German. If no senior applies, a junior may be selected.

- Minnie Manning Psychology Prize** (\$50, or the income from invested funds) • Awarded to juniors or seniors majoring in psychology, on the basis of a high degree of interest as shown by a paper submitted to the Psychology Department.
- Mrs. W. Byron Brown Christian Service Award** (\$50) • Awarded to a student going into full-time Christian service.
- Palmer Seminary Scholarships** • Two scholarships, awarded by vote of the university faculty, to graduating seniors for attendance at the Palmer Theological Seminary. Recipients must have taken not less than two years of full-time work at the University and be accepted for admission to the Seminary. The scholarships are \$250 each. Awards will be based upon University grades, potential leadership and Christian service.
- Pennsylvania Institute of Certified Public Accountants Award** • A plaque for excellence in accounting studies.
- Phi Alpha Theta Pin** • Awarded to a history major by the department for a significant and unique contribution. Awarded only when a suitable candidate exists.
- Phi Sigma Iota Language Honorary Award** • Awarded to the graduating senior with the highest academic average in a language major.
- Sociology Award** • Cup awarded to the graduating senior who, in the opinion of the faculty and students of the Sociology Department, demonstrated high competence in the field of sociology.
- Student Body Award** (\$25) • Awarded by vote of the student body to the outstanding graduating senior in ability, activity and scholarship.
- Theological Studies Award** • Awarded to a graduating senior by the department for excellence in Theological Studies.
- Thomas Henry Fraser Award in Life Sciences** (\$1,000) • Presented to a graduating student for excellence in pre-medicine, biology or biochemistry studies, as nominated by the faculty of Biology.
- Thyra Ferre Bjorn Creative Writing Award** (\$50) • Awarded to the graduating senior judged to have greatest potential writing ability.
- University Achievement Awards** (\$200) • Two awards, made to the graduating seniors who, in the judgment of the faculty, have shown initiative, industry and enterprise in their college careers.
- University Alumni Awards** (\$200) • Two awards, made to the graduating seniors who have made the most significant advance during their college careers.
- Women's Auxiliary Award** (\$50) • Awarded to the junior or senior student, nominated by the Student Activities Committee, who has shown the greatest aptitude in applying Christian principles to practical life.
- World Hunger Award** (\$100) • Awarded each year to the student submitting the best project on the topic "A Christian Response to World Hunger."
- Youth Ministry Award** • Awarded to a graduating senior by the department for excellence in the study of Youth Ministries.



# COURSES





## COURSE DESCRIPTIONS

### NUMBERING SYSTEM

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

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

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

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

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

Courses are listed in numerical order by academic department.

### COURSE CREDIT

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

### ELECTIVES

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

### ACTIVITY COURSES RESTRICTION

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

### PREREQUISITES

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

### MINIMUM GRADE IN MAJOR

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

### FIRST-YEAR SCHEDULING

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

### CROSS-DEPARTMENTAL COURSES

#### DIRECTED STUDY

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

#### FIELD EXPERIENCE

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

#### HONORS COURSES

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

## INDIVIDUALIZED INSTRUCTION

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

## INTERNSHIP

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

## SPECIAL TOPICS

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

## TEACHING ASSISTANT

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

## Accounting and Finance

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

The Accounting and Finance Major is designed to prepare the graduate to go directly into public accounting, corporate or small business sectors, or to continue on to graduate school for an MBA or similar degree in any area of business. A spiritual admonition to study accounting and finance is found in Luke 16:11, "So if you have not been trustworthy in handling worldly wealth, who will trust you with true riches?" The state of Pennsylvania will require 150 credit hours to sit for the CPA exam starting in January, 2010. Eastern University operates a graduate program leading to the Master of Business Administration that satisfies the requirements of the state statute.

ACCT 107, 108	Principles of Accounting I, II	6
ACCT 361, 362	Intermediate Financial Accounting I, II	6
ACCT 381	Audit Theory and Philosophy <i>or</i>	3
ECON 470	Economic Forecasting	
ACCT 421	Concepts in Federal Taxation <i>or</i>	3
ECON 321	Financial Institutions and Markets	
ACCT 470	E-Commerce and Advanced Accounting Information Systems <i>or</i>	
BUSA 470	Management Info System	3
BUSA 102	Business as a Profession	3
BUSA 202	Principles of Marketing <i>or</i>	
BUSA 206	Principles of Management and Leadership <i>or</i>	
ENTR 202	Marketing in Entrepreneurial Organizations <i>or</i>	
ENTR 206	Managing Growing Organization	3
BUSA 221	Business Statistics	3
BUSA 306	International Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 480	Business Strategy and Policy <i>or</i>	
BUSA 491, 492	Integrative Practices	3-6
COM 120	Public Speaking	3
CSC 150	Problem Solving with Computers <i>or</i>	
CSC <i>or</i> INFO	Any course	3
ECON 203, 204	Principles of Economics	6
FIN 360	Business Finance	3
FIN 424	Strategic Finance	3
FIN 460	Business Analysis and Valuation	3
	<i>Total Credit Hours:</i>	<u>63-66</u>

### THE MINOR IN ACCOUNTING

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

## ACCOUNTING COURSE DESCRIPTIONS

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

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

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

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

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

**ACCT 420 Advanced Accounting** 3  
A detailed study of various topics, including mergers and acquisitions, consolidations, international operations, partnerships, special sales contracts, fiduciary and nonprofit accounting including government accounting. Assignments will include selected C.P.A. problems. Prerequisite: ACCT 362.

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

**ACCT 470 E-Commerce and Advanced Accounting Information Systems** 3  
The course will familiarize students with different types of software used in public accounting practice and in small business settings. Students will be required to become competent with the following groups of software: decision support systems using Excel, general ledger package, a Relational database package, Experts Systems using Turbo Tax and the development of an e-commerce Web site.

**ACCT 495 Internship** 2-12  
Designed to give the accounting and finance majors a supervised off-campus work experience, full-time or part-time for a minimum of 12 weeks in a public accounting firm or financial services company. Each credit hour of internship requires 40 hours of work experience. Internships must be approved prior to beginning the work experience. Students should have a junior or senior standing. ACCT 495 can be taken multiple semesters, not to exceed 12 credit hours in total.

## THE MINOR IN FINANCE

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

## FINANCE COURSE DESCRIPTIONS

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

**FIN 424 Strategic Finance** 3  
Nature, objectives, and procedures of cost accounting as applied to the control and management of business, including job order costs, process costs and joint and by-product costing. Prerequisite: Minimum grade of C in ACCT 108.

**FIN 460 Business Analysis and Valuation** 3  
Basic principles of strategy analysis, accounting analysis, forecasting, prospective analysis, equity security analysis, credit analysis and distress prediction are explored. The structure and

operations of the stock exchanges as well as the function of securities dealers and brokers are presented with a detailed examination of the various types of equity shares and bonds. Mergers and acquisitions, corporate financing policies, management communications will also be explored. Prerequisite: FIN 360.

## ASTRONOMY

### THE MINOR IN ASTRONOMY

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

## ATHLETIC TRAINING

### THE MAJOR FOR THE B.A. IN ATHLETIC TRAINING

The Athletic Training Education Program (ATEP) is fully accredited by the Commission on Accreditation of Athletic Training Education (CAATE). It incorporates a liberal arts foundation, introduces and advances evidence-based practices, and promotes professional development of athletic training students, all through the lens of Christian ideals. The program prepares students to sit for the Board of Certification Exam in order to be nationally credentialed as a Certified Athletic Trainer (ATC).

ATR 175	Sports Nutrition and Conditioning	3
ATR 195	Introduction to Athletic Training	3
ATR 220	Practicum I	1
ATR 221	Practicum II	2
ATR 250	Foundational Techniques in Athletic Training	2
ATR 280	Pharmacology for Athletic Training	1
ATR 301	Care and Prevention	3
ATR 320	Practicum III	2
ATR 321	Practicum IV	2
ATR 360	Biomechanics	3
ATR 370	Therapeutic Exercise and Rehabilitation	4
ATR 371	Lower Extremity Evaluation	4
ATR 372	Upper Extremity Evaluation	4
ATR 375	Therapeutic Modalities	4
ATR 420	Practicum V	2
ATR 421	Practicum VI	1
ATR 425	Medical Aspects of Physical Activity	3
ATR 450	Senior Seminar	3

ATR 451	Administration in Athletic Training	3
ATR 475	Pathology and Differential Diagnoses in Athletic Training	3
BIO 233,234	Human Anatomy & Physiology I, II (Pre-requisite: BIO 152)	8
EXSC 200	Health Promotion	3
EXSC 350	Research Methods in Biokinetics	3
EXSC 351	Kinesiology	3
EXSC 352	Physiology of Exercise	3
PSY 100	General Psychology	3
<i>Total Credit Hours:</i>		<u>76</u>

### Admission into ATEP:

Students who wish to enter the Athletic Training Education Program (ATEP) must formally apply and be accepted through an official application process. The minimum requirements for application to the program are:

- A minimum GPA of 2.5 in the Pre-Professional Phase courses (In-process courses include: ATR195: Intro to Athletic Training, EXSC 201: Health Promotions, BIO 152: General Biology II)
- 2 formal letters of recommendation from an administrator, a coach or a faculty member outside of the major
- A completed application packet
- A formal interview by the Athletic Training Selection Committee
- A completed "3-part" professional essay

Eligible applicants will be informed of the committee's decision within seven days of the interview. Available openings in the program do not guarantee acceptance into the program. Open positions in the program will not be filled if the student does not meet minimum requirements. Admission is offered to the most qualified students until all positions are filled or there are no more qualified student applicants. Those seeking to enter the program should consult Tom Franek, Director of Athletic Training Education, and ATEP information on the University Web site ([www.eastern.edu/academic](http://www.eastern.edu/academic)).

### Retention in ATEP:

All students admitted to the ATEP must satisfy certain abilities and expectations. These are listed on the ATEP Web site. In the event a student is unable to fulfill these technical standards, the student will not be retained in the program. In order to be in good standing in the program, the athletic training student must maintain a minimum (1) overall 2.5 GPA, (2) 2.75 GPA in the major, and (3) C or better in all major courses.

### Practicum Courses.

All practicum courses contain an intensive clinical rotation at an approved clinical site. The student must adhere to all ATEP and site-specific policies

and procedures. This information can be accessed at ([www.eastern.edu/academic](http://www.eastern.edu/academic)). The didactic portion of each practicum will provide evaluation of athletic training educational competencies from previous coursework. Students will have the opportunity during class time to demonstrate clinical proficiency in skills learned prior to the course. In the clinical setting, students will observe the evaluation, diagnosis, treatment, and rehabilitative phases of injuries and illnesses. Demonstration of clinical psychomotor competencies and proficiencies will occur under direct supervision of an approved clinical instructor; they will reflect content learned in concurrent coursework. Students must have current Professional Rescuer Certification, and current PA State child abuse/criminal background / fingerprinting clearances for each practicum.

#### **COURSE DESCRIPTIONS:**

##### **ATR 175 Sports Nutrition and Conditioning 3**

This course is an introductory course to concepts related to nutrition and conditioning for physically active individuals. The nutrition component of the course will include such topics as: micro and macro nutrients, dietary planning (pre/post competition meals/appropriate caloric intake), body composition and behavior management. The conditioning component of the course will include such topics as Christian stewardship of the body, principles of strength training/endurance training/flexibility training, pre-season/in-season/post-season conditioning programs, as well as individualized programs designed for injury prevention. Prerequisites: None

##### **ATR 195 Introduction to Athletic Training 3**

This course is an introductory course to the fundamentals of athletic training. Basic athletic training procedures include: emergency care, injury prevention protocols, athletic training materials, athletic training room management, and patient care. The students will complete 50 observational hours in the athletic training room (under the supervision of a Certified Athletic Trainer) as part of the class requirements. This course is mandatory for application to the professional phase of the ATEP. Prerequisites: None

##### **ATR 220 Athletic Training Practicum I 1**

The didactic component of this course evaluates educational competencies from ATR 195 and ATR 175 and introduces the unique features of male and female sports. It also covers clinical proficiencies from ATR 301, BIO 233 and ATR 250. Prerequisite: admission to the program, current Professional Rescuer Certification, and current PA State child abuse / criminal background / fingerprinting clearances.

##### **ATR 221 Athletic Training Practicum II 2**

The didactic component of this course evaluates educational competencies from ATR 301, BIO 233, and ATR 250 and focuses on training, injury, and rehabilitation of the lower extremity, and how that differs with a variety of sports and activities. It covers clinical proficiencies from ATR 371, BIO 234, EXSC 351, and ATR 280. Prerequisite: Minimum grade of C in ATR 220.

##### **ATR 250 Foundational Techniques in Athletic Training 2**

This is a technical skills course that provides instruction in the basics skills needed to engage in the clinical setting. Foundational skills sets will provide the students the skills necessary to function at a proficient level at each clinical site. Skill sets include but are not limited to; Fitting of protective equipment, protective padding/splint fabrication, taping and wrapping skills, modality application, and basic therapeutic exercise techniques. Prerequisite: Minimum grade of C in ATR 195. Lab fee.

##### **ATR 280 Pharmacology for Athletic Training 1**

The student will learn pharmacokinetics of various types of medications most commonly encountered in athletic training. This includes anti-inflammatory medications, asthma medication, pain control medicine, corticosteroids, and performance enhancement drugs. This course will serve as a pre-requisite to Medical Aspects of Physical Activity (ATR 425). Prerequisites: Minimum grade of C or above in BIO 233.

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

This course deals with the prevention, care, and first aid practices relating to sports activities and conditioning of athletes. It serves as an introduction to pathology, signs and symptoms recognition, and management procedures common in evaluating and treating injuries incurred through sport and physical activity. Clinical applications of basic injury prevention strategies are emphasized as well as the application of clinically relevant anatomy. Prerequisite: Minimum grades of C in BIO 233, ATR 195. Lab fee.

##### **ATR 320 Athletic Training Practicum III 2**

The didactic component of this course evaluates educational competencies from ATR 371, BIO 234 and EXSC 351, and ATR 280 and focuses on training, injury, and rehabilitation of the upper extremity, and how that differs with a variety of sports and physical activities. Clinical proficiencies will focus on topics presented in ATR 370, ATR 372 and EXSC 352.



**ATR 321 Athletic Training Practicum IV 2**

The didactic component of this course evaluates educational competencies from ATR 372, ATR 370, and EXSC 352, and focuses on general medical aspects of illnesses and conditions common in sports and physical activity. Clinical proficiencies will focus on topics presented in ATR 375, ATR 360 and ATR 425. Prerequisite: Minimum grade of C in ATR 320.

**ATR 370 Therapeutic Exercise 4**

This course will focus on therapeutic exercise and rehabilitation of orthopedic disease and injury. Lecture, discussions, and practical lab sessions will focus on exercise and rehabilitation techniques prescribed for the extremities, trunk/thorax and head and neck. Theories and practices of therapeutic exercise techniques are integrated with kinetic chain theory. This course is required in the athletic training concentration, and an elective for exercise science students in pre-OT/PT, and physician assistant tracks. Prerequisite: Minimum grade of C in Bio 234.

**ATR 371 Lower Extremity Evaluation 4**

This upper level course will provide theories and techniques focusing on injuries to the lower extremities. The student is instructed in theory and skills related to prevention, recognition, evaluation, treatment, and referral of lower extremity athletic injuries and illnesses. Cognitive, psychomotor, and affective domains of skill acquisition are covered. Skill mastery is obtained through practice, evaluation-feedback, and testing. Prerequisite: Minimum grade of C in BIO 233, ATR 301.

**ATR 372 Upper Extremity Evaluation 4**

This upper level course will provide theories and techniques focusing on injuries to the upper extremities. The student is instructed in theory and skills related to prevention, recognition, evaluation, treatment, and referral of upper extremity athletic injuries and illnesses. Cognitive, psychomotor, and affective domains of skill acquisition are covered. Skill mastery is obtained through practice, evaluation-feedback, and testing. Prerequisite: Minimum grade of C in BIO 233, ATR 301.

**ATR 375 Therapeutic Modalities 4**

The course is an overview of the physical, chemical, and mechanical modalities utilized in treating injuries and illnesses. This will include the components, function, indications and contraindications, and physiological responses of each modality. Concepts include determination of appropriate modality type and protocol, legal ramifications, and pain control theory. The incorporation of

Christian values into the delivery of therapeutic methods is explored. This course is required for AT students, and an elective for exercise science students in pre-OT/PT, and physician assistant tracks. Prerequisite: Minimum grade of C in Bio 234.

**ATR 420 Athletic Training Practicum V 2**

The didactic component of this course evaluates educational competencies from ATR 375, ATR 360 and ATR 425, and focuses on professional preparation, which includes increased administrative responsibilities and autonomy. Included are protocols and safety issues as they relate to sports requiring specialized protective athletic equipment. Clinical proficiencies will focus on topics presented in ATR 451, and ATR 475. Prerequisite: Minimum grade of C in ATR 321.

**ATR 421 Athletic Training Practicum VI 1**

The didactic component of this course evaluates educational competencies from ATR 451, ATR 475. This course will continue the promotion of increased administrative responsibilities and autonomy. This course will be used to integrate above-proficiency competence in athletic training domains using a case study approach. Students will review clinical proficiencies from previous practicum courses in order to prepare for the Board of certification Exam. Prerequisite: Minimum grade of C in ATR 420.

**ATR 425 Medical Aspects of Physical Activity 3**

This course instructs athletic training students in medical conditions pertinent to the field of athletic training. The areas covered incorporate pathophysiology, (including congenital and acquired abnormalities, physical disabilities, and diseases), therapies, pharmacology, physical examination, and psychosocial aspects of the patient-provider relationship. These areas will be explored through a systems approach: nervous, pulmonary, integumentary, endocrine, cardiovascular, gastrointestinal, renal, and genitourinary. Prerequisite: Minimum grade of C in BIO 234.

**ATR 450 Senior Seminar 3**

This course serves as a preparation course into the professional world of athletic training. The students will engage in current issues facing the athletic training profession by investigating regional and national topics of the National Athletic Trainers' Association and the Eastern Athletic Trainers' Association. Students will also focus on preparation for the Board of Certification examination. Prerequisites: Senior status.

**ATR 451 Administration in Athletic Training 3**

This course provides students with a thorough survey of administrative procedures for athletic

trainers; the structure of management, public relations, marketing, and operations, operational budget formulation, recruiting staff, legal issues, and management through Christian values will be covered. Should be taken fourth year.

**ATR 475 Pathology and Differential Diagnoses in Athletic Training 3**

This course allows the athletic training student to perform evaluations and investigate cases that do not fit all components of a medical diagnosis. The students will diagram signs and symptoms of injuries and develop a differential diagnosis. Physicians are an integral component of this course as they share their expertise. Prerequisites: Minimum grade of C in ATR 371 and ATR 372.

**BIBLICAL STUDIES**

The Department of Christian Studies offers two tracks toward a major in Biblical Studies, tracks with and without a biblical language (either Greek or Hebrew).

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

*Beyond Bible core, the following are required for the majors in biblical studies:*

*Required Courses (all tracks):*

<b>BIB201</b>	Research Methods in Biblical Studies	3
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*TWO of the following courses in Old Testament 6*

<b>BIB 308</b>	Genres of the Hebrew Bible	
<b>BIB 310</b>	History and Historiography in Ancient Israel	
<b>BIB 312</b>	Hebrew Prophets	
<b>BIB 350</b>	Wisdom Literature	
<b>BIB 380</b>	Pentateuch	

*TWO of the following courses in New Testament 6*

<b>BIB 320</b>	Jesus and the Gospel	
<b>BIB 322</b>	Life and Letters of Paul	
<b>BIB 324</b>	Gospel and Letter of John	
<b>BIB 335</b>	Early Judaism and the New Testament	
<b>BIB 390</b>	Hebrews and General Epistles	

<b>PHI 211</b>	Faith and Philosophy	3
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<b>THEO</b>	Three Theology electives (including CORE requirements); one of these must be THEO 240	9
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*ONE of the following advanced Bible courses 3*

<b>BIB 460</b>	Biblical Texts in Context	
<b>BIB 461</b>	Genesis in Context	
<b>BIB 463</b>	Romans in Context	
<i>Subtotal Credit Hours for all tracks</i>		<u>30</u>

TRACK ONE: Regular Track (without biblical languages)

<i>THREE additional biblical studies electives</i>	9
<i>Subtotal Credit Hours</i>	<u>9</u>
<i>Total Credit Hours:</i>	39

TRACK TWO: Biblical Languages

<i>Three semesters of either Greek or Hebrew</i>	9
<i>TWO additional biblical studies electives</i>	6
<i>Subtotal Credit Hours:</i>	<u>15</u>
<i>Total Credit Hours:</i>	45

**MINOR IN BIBLICAL STUDIES**

Beyond Bible and theology core, ONE additional 200-level theology course (3), and FOUR Biblical studies electives (12) constitute a minor in biblical studies. BIB 201 is recommended but not required for minors.

BIB 101 and 102 are prerequisites for all BIB courses at the 200 level and above.

**COURSE DESCRIPTIONS**

**BIB 101 Nature and Meaning of the Old Testament 3**

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

**BIB 102 Nature and Meaning of the New Testament 3**

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

**BIB 201 Research Methods in Biblical Studies 3**

A course that will help students develop research and writing skills that will allow them to participate in the discourse of biblical studies. Special attention will be given to the appropriate and defensible construction of bibliographies, the development of bibliographic control, and the process of preparing good research papers. The course will also address some basic questions and methodologies in the discipline of biblical studies.

**BIB 216 Praise and Lament in the Psalms 3**

A study of the Psalms in their cultural-historical, literary, theological, and canonical dimensions.

**BIB 220 1 and 2 Corinthians** 3

This course is a study of Paul's letters to the Corinthians within their historical, cultural and theological contexts. Special attention will be given to Paul's response to the moral and pastoral situation faced by the Corinthian congregations and the application of his insight to issues confronting Christians today.

**BIB 265 Biblical Hermeneutics** 3

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

**BIB 308 Genres of the Hebrew Bible** 3

Among the most important issues in reading any piece of literature is its genre. How did the author compose the text and how did the author expect readers to understand and interpret it? We will tackle this problem as it relates to the Old Testament by examining the various genres used in the ancient world and the Old Testament. Special attention will be given to genre theory and to the nature and benefits of comparison as an interpretative tool.

**BIB 310 History and Historiography in Ancient Israel** 3

The purpose of this course is to reconstruct the history of ancient Israel on the basis of the complex sources available to us from the Bible, ancient texts, and the archaeological record. Pursuit of this objective will include a detailed and in-depth analysis of the biblical books of Joshua, Judges, Samuel, Kings, Chronicles, Ezra, and Nehemiah. As we pursue our historical aims, we shall not lose sight of the important theological questions engaged by the sacred books.

**BIB 312 The Hebrew Prophets** 3

A detailed investigation of the prophetic books in the Hebrew Bible and of the place and significance of prophecy in Hebrew history, with special emphasis on its social, political and Messianic thrust.

**BIB 314 I-II Samuel** 3

A study of I-II Samuel with a focus on cultural-historical, literary, theological, and psychological issues.

**BIB 320 Jesus and the Gospels** 3

This course will study our main canonical witnesses to Jesus—the Gospels. We will see how the Gospels present Jesus similarly and differently, notice main themes in the canonical presentation of

Jesus, attend to post-biblical appropriations of Jesus (e.g., political, cultural, scholarly, literary and cinematic), and think together about how Jesus can and ought to shape Christian faith and faithfulness.

**BIB 322 Paul: His Life, Letters and Theology** 3

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

**BIB 324 The Gospel and Letters of John** 3

An exegetical introduction to the Gospel and letters of John. Special attention will be given to the structure, spiritual symbolism and major themes of these books, including a cultural and historical approach to the Christian communities addressed by John.

**BIB 325 Women in Scripture** 3

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

**BIB 335 Early Judaism and the New Testament** 3

An introduction to the literature, groups, beliefs and practices that comprised Second Temple Judaism. The course selectively illustrates how knowledge of early Judaism enlightens our understanding of the ministry of Jesus and the writings of the New Testament.

**BIB 350 Wisdom Literature** 3

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

**BIB 360 Visions of Daniel and Revelation** 3

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

**BIB 370 The Dead Sea Scrolls** 3

An introduction to the study of the Dead Sea Scrolls and their contents. The course highlights ways in which the Scrolls help us better understand the development and literature of early Christianity and early Rabbinic Judaism.



**BIB 380 Studies in the Pentateuch** 3  
An exegetical, historical and theological study of the traditions about Israel's emergence as the people of God. Elements treated are the primeval history, patriarchs, exodus, the law of Sinai and the wilderness experience.

**BIB 390 Hebrews and the General Epistles** 3  
An analytical survey of the interpretation and meaning of Hebrews, James, I and II, Peter and Jude. Special emphasis will be given to the historical circumstances, structure and distinctive themes of these books.

**BIB 440 Senior Seminar** 3  
Consideration of special topics essential for integrating the educational experience of seniors in the major.

**BIB 460 Biblical Texts in Context** 3  
A study of the text and theology of a biblical text or texts in its canonical context and in the context of Christian interpretation. Prerequisite: Minimum grade of C in BIB 201.

**BIB 461 Genesis in Context** 3  
A study of the text and theology of Genesis in its canonical context and in the context of Christian interpretation. Prerequisite: Minimum grade of C in BIB 201.

**BIB 463 Romans in Context** 3  
A study of the text and theology of Romans in its canonical context and in the context of Christian interpretation. Prerequisite: Minimum grade of C in BIB 201.

## BIOKINETICS

The Department of Biokinetics offers two majors, the B.A. in Athletic Training (see page 93) and the B.S. in Exercise Science (see page 134) and a minor in Sport and Coaching.

### THE SPORT AND COACHING MINOR

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

EXSC 140	Concepts in Fitness	3
EXSC 201	First Aid (or certification)	1, 3

EXSC 204	Principles of Coaching Sports	3
EXSC 220	Basic Nutrition Science	3
EXSC 360	Sports Psychology	3
EXSC 450	Administration of Wellness Programs	3
INST 480	Capstone: Sport in American Culture	3
<i>Total Credit Hours:</i>		<u>19- 21</u>

## LIFE FITNESS PROGRAM

**BKIN 100 Life Fitness Course** 3  
Each student is required to take one Life Fitness course. The emphasis of these courses is on physical fitness as it relates to good health (versus sport performance, competition, or physical appearance) and Scriptural-based body stewardship. Thus, courses are designed as personal fitness programs. Students will develop short- and long-term goals for fitness as they pertain to their own abilities, interests, and health. The particular skills and techniques of each sport determine the types of exercises participants will learn. Students may choose from a wide array of activities that can be enjoyed at any skill level and practiced throughout adulthood (e.g., hiking, yoga, pilates, jogging, power walking, dancing, Tae kwon do, etc.). Each course requires regular, vigorous participation for the purpose of fitness so regular attendance is mandatory. Each student must take one BKIN 100 for credit to meet the University's core requirement. Repeating BKIN 100 in a different activity will not accrue additional credit toward graduation.

## BIOLOGY

The majors offered by the Department of Biology provide an excellent foundation for graduate studies in biology and professional programs in medicine while preparing students to enter the job market in careers such as education, field biology, or laboratory research. Many opportunities for diverse Biology internships assist students in their career and higher education goals. Students interested in biology/secondary education are encouraged to consider the five-year combined B.S./M.Ed. program.

### *Majors include:*

**B.S. in Biology** - contains tracks to pursue pre-med and biomedical studies, field work in ecology and environmental areas, or secondary science education.

**B.A. in Biological Studies** - prepares students for direct immediate entrance into biology-related careers such as lab research, scientific writing, and medical sales.

**B.A. in Environmental Studies** - provides training for field biology and regulatory policy work.

No matter the student's vocation, we strive to provide a solid background in Biology and cultivate the development of the inquiring mind. Our teaching embodies the Christian worldview that the earth is the Lord's, and all scientific work should serve and honor Christ.

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

BIO 151, 152	General Biology I, II	4, 4
BIO 309	Ecology	4
BIO 311	Cell Biology	4
BIO 312	Genetics	4
BIO 417	Creation, Evolution and the Organization of Biology	3
BIO 425 <i>or</i> 426	Senior Thesis	2
CHE 121, 122	General Chemistry I, II	3, 3
CHE 123, 124	General Chemistry Lab I, II	1, 1
CHE 211, 212	Organic Chemistry I, II	3, 3
CHE 213, 214	Organic Chemistry Lab I,II	1, 1

Choose TWO of the following: 8

BIO 310	Animal Physiology*	
BIO 320	Environmental Issues	
BIO 344, 345	Molecular Biology and Lab	3, 1
BIO 350	Classification and Application (choose one of several versions of BIO 350)	4

\*BIO 233 and 234 may be substituted for BIO 310 with BIO 234 counting as a BIO elective.

BIO	Electives from Biology (may include BKIN 411, CHEM 320, PSY 417 and many AuSable Institute courses.)	4
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Choose ONE of the following: 3

MATH 212	Calculus I	
MATH 220	Statistics for the Social and Behavioral Sciences	
Total Credit Hours		56

(For pre-med and related tracks in the B.S., MATH 212 is required; for field biology and related tracks in the B.S. and for the B.A. degrees, MATH 220 is recommended.)

Recommended:

<b>AuSable Institute field courses (See <a href="http://ausable.org">ausable.org</a>)</b>	
<i>(Recommended for field biology track and B.A. in environmental studies)</i>	
BIO 495	Internship
CHE 320, 322	Biochemistry (May be taken for major or Chemistry minor)
PHYS 101, 102	Introduction to Physics (Required for pre-med track)

Recommended Schedule:

#### First Year

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

#### Sophomore Year

BIO 309 or 311; 312 (or take it 3rd year); 310, 320, 344, or 350; CHEM 211, 212, 213, 214; biology elective, math requirement

#### Junior Year

BIO 309 or 311; 310, 312, 320, 344 or 350; biology electives

#### Senior Year

BIO 417; biology electives, including internship or thesis

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

BIO 151, 152	General Biology I, II	4, 4
BIO 316	Basic Techniques in Biotechnology	3
BIO 344, 345	Molecular Biology and Lab	3, 1
BIO 417	Creation, Evolution and the Organization of Biology	3
BIO 425 <i>or</i> 426	Senior Thesis	2
BIO 495	Biology Internship	3
CHE 111, 113	Applied Chemistry: Air, Water and Energy and Lab	3, 1
CHE 112, 114	Introductory Organic and Biochemistry and Lab	3, 1
MATH 220	Statistics for Social and Behavioral Sciences	3

Choose THREE of the following: 12

BIO 309	Ecology	
BIO 310	Animal Physiology*	
BIO 311	Cell Biology	
BIO 312	Genetics	
BIO 320	Environmental Issues	

BIO	Electives	8
Total Credit Hours:		54

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

### THE MINOR IN BIOLOGY

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

- Social Science: BIO 103, 151, 233, 234, 312
- Pre-medical: BIO 151, 152, 216, 310, 311, 312, CHE 320, 322. Note that Pre-medical requirements are listed on page 60 of this catalog.
- Environmental: BIO 103, 151, 152, 215, 290, 309, and Au Sable courses

**Core Requirements** • BIO 103 and 104 are specifically designed for the non-major to satisfy

the core requirements of integration of faith and discipline. BIO 151, 152 are also suitable, but are focused to meet the needs of biology majors.

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

BIO 151, 152	General Biology I, II	4, 4
BIO 309	Ecology	4
BIO 320	Environmental Issues	4
BIO 420	Introduction to Environmental Regulations and Policy	3
BIO 425 <i>or</i> 426	Senior Thesis	2
BIO	FOUR electives including a minimum of TWO field biology courses (e.g., AuSable Institute of Environmental Studies)	14-16
CHE 111, 113	Applied Chemistry: Air, Water and Energy and Lab	3, 1
CHE 112, 114	Introductory Organic and Biochemistry and Lab	3, 1
ECON 203	Principles of Economics-Macro <i>or</i>	
ECON 204	Principles of Economics-Micro	3
MATH 220	Statistics for Social and Behavioral Sciences <i>or</i>	
BUSA 221	Business Statistics	3
POS 103	American Government	3
<i>Total Credit Hours:</i>		<u>52-54</u>

**THE MINOR IN ENVIRONMENTAL STUDIES**

The minor in Environmental Studies requires eighteen hours as follows: BIO 151 or 152; 309; 320 or BIO 420/INST 420; one field course from Au Sable Institute approved by Biology department; an additional elective from AuSable Institute or BIO 151, 152, 215, 290, 320 or 420.

**COURSE DESCRIPTIONS**

**BIO 103 General Biology: Earth-Keeping** 4  
Basic concepts of ecology will be presented in sufficient detail to allow an examination of our environmental problems within an ecological worldview. There will be an emphasis on developing stewardship lifestyles. The laboratory will include field studies of terrestrial and aquatic communities and will examine pollution abatement systems. Three hours lecture, two hours laboratory. For non-majors only.

**BIO 104 Human Biology** 4  
A study of the origin and structure of cells, energy transformation, the structure and function of major organ systems, inheritance, reproduction and development. Emphasis is on human biology. Three hours lecture, two hours laboratory. For non-majors only.

**BIO 151 General Biology I** 4  
Required course for the student interested in majoring or minoring in biology, or the pre-physical/occupational therapy tracks in exercise science. The course surveys basic concepts of biology with an emphasis on field-oriented disciplines, including ecology, zoology, botany and macroevolution. Offered every fall; may be taken before or after BIO 152.

**BIO 152 General Biology II** 4  
Required course for the student interested in majoring or minoring in biology, biochemistry or biokinetics. The course surveys basic concepts of biology with an emphasis on lab-oriented disciplines, including cell biology, physiology, genetics and evolutionary mechanisms. Offered every spring; may be taken before or after BIO 151.

**BIO 205 General Biology, Elementary Education Emphasis** 4  
A study of the major areas of biology that are relevant for teachers at the elementary school level. Topics to be covered include ecosystem, community, and population ecology; human impact on creation; an overview of the five kingdoms; how animals and plants function; cells, tissues and systems; heredity; and evolution/creation. Three hours lecture, two hours laboratory. Required for Elementary Education major. No prerequisites. *Restricted to Elementary Education students.*

**BIO 206 Ornithology** 3  
The biology and natural history of birds. Field work with emphasis on recognition and behavioral observations of local species. Open to majors and non-majors. Offered even-numbered fall semesters.

**BIO 215 Studies in Botany** 3  
A course in plant biology which will offer in-depth study in specific areas, such as hormone control, physiology, taxonomy, greenhouse management and food production. All will include extensive laboratory experiences. Prerequisite: Minimum grade of C in BIO 151. Offered upon adequate demand.

**BIO 216 Introduction to Microbiology** 4  
A study of the classification and biology of microbes and application of microbiological techniques. Three hours lecture, two laboratories, each 1 1/2 hours. The course is intended for biology majors and allied health students. Prerequisite: Minimum grade of C in BIO 152 or 233.

**BIO 233 Human Physiology and Anatomy I** 4  
The first course of a two-semester sequence which surveys the human as a functioning organism. The first semester will emphasize the musculoskeletal

system, nervous system and senses. The laboratory will emphasize human structure and techniques for studying muscle and nerve function. The course is designed for students interested in nursing and other careers not requiring a biology major. For the biology core, BIO 223 and BIO 234 may substitute for BIO 310. Three hours lecture, three hours laboratory. Prerequisites: Minimum grade of C in BIO 104 or 152.

**BIO 234 Human Physiology and Anatomy II** 4  
The second of a two-semester sequence. Emphasis will be on mechanisms of internal homeostasis, i.e., circulation, nutrition, excretion, etc. Course purpose and format are the same as 233. For the biology core, BIO 223 and BIO 234 may substitute for BIO 310. Prerequisite: Minimum grade of C in BIO 233.

**BIO 290 Tropical Biology** 3  
An introduction to tropical biology, surveying the most common ecosystems, important themes in tropical communities and selected issues involving environmental degradation. A scheduled field trip to a tropical region is required; this will generally occur during Spring Break. Prerequisite: at least one majors biology course or permission of instructor. Offered spring of odd-numbered years.

**BIO 309 Ecology** 4  
The principles of ecology with some emphasis on their applications to humans. Field projects and laboratory work complement the theoretical considerations. Three hours lecture, three hours laboratory. Prerequisite: Minimum grade of C in BIO 151 or 103. Offered every fall.

**BIO 310 Animal Physiology** 4  
An inquiry into the physiological basis of life at the molecular, cellular and systems levels. Physiology of multicellular organisms is stressed with an emphasis on human biology and homeostasis. Three hours lecture, three hours laboratory. Prerequisites: Minimum grade of C in BIO 152; CHE 111 or 121. Offered every fall.

**BIO 311 Cell Biology** 4  
Emphasis will be on the morphology and physiology of the cell. Biological molecules, reactions and cellular energetics will be studied, as well as membranes and the cell surface, cell motility, and cellular synthesis. Lab work will include fluorescence microscopy, cell culture, and cytological and biochemical analyses. Three hours lecture, three hours laboratory. Prerequisites: Minimum grades of C in BIO 152, CHE 122. Offered every fall.

**BIO 312 Genetics** 4  
A survey of genetics, including (1) Mendelian inheritance and variations in chromosomal segregation, (2) molecular and microbial genetics and (3) genetic distribution in populations. Offered every spring. Three hours lecture, three hours laboratory. Prerequisite: Minimum grade of C in BIO 152. Offered every spring.

**BIO 313 Embryology** 3  
An introduction to classical and current understanding of embryogenesis and development, with an emphasis on the genetic control mechanisms. Prerequisites: Minimum grade of C in BIO 151, 152 or consent of instructor. Recommended elective for biology majors and other majors with interest in medicine and genetics. Generally offered fall of even-numbered years.

**BIO 315 Medical Botany** 3  
A survey of "biologically active" plants and the techniques used to study them and develop new medicines. Topics include pharmacokinetics and drug application procedures, cultural concepts of healing, medicinal, allergenic and poisonous effects of plants, plant sources of new anticancer drugs, foods as medicine and some problems in natural products research. Offered fall of odd-numbered years.

**BIO 316 Techniques in Biotechnology** 3  
The course will introduce students to a wide range of techniques used in research laboratories. Basic skills will be emphasized with hands-on directed experiences. More advanced techniques may be studied via electronic media. Offered upon adequate demand.

**BIO 320 Environmental Issues** 4  
This course builds upon principles established in ecology to examine specific environmental issues. Major issues related to environmental degradation will be covered, including problems of ambiguous data and management choices. Three hours lecture, 3 hours laboratory. Prerequisites: Minimum grades of C in BIO 151, 152, 309. Cross-listed as POS 320. Offered spring of even-numbered years.

**BIO 330D Special Topics: Parasitology** 4  
An introduction to the general biology of major parasitic groups, parasitic protozoa, monogeneans, digeneans, cestodes, nematodes, acanthocephalans, and parasitic arthropods of humans and domesticated animals. Lectures will emphasize the morphology, physiology (form and function), life cycles, symptomatology, and pathogenesis of representative taxa from these major parasitic groups. The labs

will provide students with an opportunity to identify and study commonly occurring parasites. Emphasis will be placed on the taxonomy, morphology, life cycles, and histopathology of parasites of humans and domestic animals. Overall, the course aims at providing a basic theoretical and practical foundation in parasitology so as to enable students to better appreciate the impact that parasites have on society. Recommended elective for Biology majors and other majors with interest in medicine and genetics. Prerequisite: Minimum grade of C in BIO 151 and 152.

**BIO 344 Molecular Biology** 4

This course is designed to provide the science major with a thorough introduction to the biology of nucleic acids. It will cover the theoretical aspects of the field. Topics covered will include molecular cloning, an introduction to genomics, and an in depth study of DNA replication, transcription in prokaryotes and eukaryotes, post-transcriptional events, and translation. Prerequisites: Grade of C or better in BIO 311 and 312 and CHE 122/124 or permission of the instructor. BIO 345 must be taken concurrently. Offered every spring.

**BIO 345 Molecular Biology Laboratory** 1

This laboratory course provides hands-on experience with common experimental techniques used in molecular biology research such as restriction digestion, PCR, electrophoresis of DNA and protein, DNA purification, gene cloning, bacterial transformation, bacterial culture manipulation, PCR primer design, and the analysis of genomes and genes using the basic online bioinformatics tools. Three hours laboratory. BIO 344 must be taken concurrently.

**BIO 350A Classification and Application - Invertebrate Zoology: Entomology** 3-4

Lecture and laboratory. The phyla of the Invertebrates are examined with reference to diversity in taxonomy, morphology and adaptation, with a particular emphasis on insects and consideration of species important in agriculture and medicine. Offered as part of the flexible core on a rotating basis with BIO 350B and 350C. Prerequisites: Minimum grade of C in BIO 151 or consent of instructor. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms.

**BIO 350B Classification and Application - Vertebrate Zoology** 3-4

Lecture and laboratory. The organization, structure and taxonomy of the major groups of the

Chordates. Laboratory work focuses on comparison of anatomy of type-forms of Vertebrates. Application of this discipline to particular research problems will also be made. Offered as part of the flexible core on a rotating basis with BIO 350A and 350C. Prerequisites: Minimum grade of C in BIO 151 or consent of instructor. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms.

**BIO 350C Classification and Application - Vascular Plants** 3-4

A lecture and laboratory course concerning the classification of vascular plants, with emphasis on family characteristics and relationships. Identification and description of local flora, use of keys and manuals, and field recognition will be emphasized. Application to research problems related to agriculture, biodiversity or medicine will be made. Offered as part of the flexible core on a rotating basis with BIO 350A and 350B. Prerequisites: Minimum grade of C in BIO 151 or consent of instructor. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms.

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

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

**BIO 420 Environmental Regulations and Policy** 3

The course will briefly survey environmental policy in the United States and give overviews of specific critical areas, such as wetlands, coastal zones, mining, aquifer protection, environmental audits. A case study approach will be used with selected areas, and students will gather and use ecological information and relevant government regulations to create cost-effective, workable solutions. Prerequisites: Minimum grades of C in BIO 151, and 309 or consent of instructor. May apply to Political Science major. Offered spring of odd-numbered years.

**BIO 425 Senior Thesis Literature Review** 2

This advanced course involves the selection and approval of a thesis topic, the preparation of a comprehensive literature review, and a seminar



presentation describing the proposed research project and its relationship to the existing literature. A formal written proposal is submitted at the end of the semester.

**BIO 426, 427 Senior Thesis**

**Directed Research I, II** 2-4

This course involves performing an original experimental research study, analyzing the data, and preparing a written thesis. A seminar will be presented at the end of the semester describing the research findings and the relationship to the existing data in the field of study. Those students who wish to continue the research for another semester may do so in BIO 427. A second paper and seminar will be required.

**BIO 495 Internship** 2-12

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

**AU SABLE INSTITUTE PROGRAM**

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

**BUSINESS PROGRAMS**

All of the Business curriculum utilizes the teachings of Jesus Christ as the critical foundation for the successful integration of faith and learning. Students are led to the discovery of effective and sound business practices that are grounded in the moral and ethical dimensions of a Christian worldview. Graduates will have acquired the necessary knowledge and skills to obtain responsible positions within the for-profit and nonprofit business sectors. Graduates will also possess the necessary foundation to continue their studies at the graduate level.

*Accounting and Finance Major.* Designed to prepare students to become professional accountants or financial analysts. Please see the Accounting and Finance section of this catalog.

*Chemistry-Business Major.* Designed for students who want to enter into a management role in the chemical industry. For more information please see the Chemistry section of this catalog.

*Economic Development Major.* The Economic Development major is designed to prepare students for international work focused on community and economic development within developing country contexts.

*Entrepreneurial Studies Major.* The Entrepreneurial Studies major gives students an expansive skill-set as well as highly customized pathways for success in multiple business systems such as new ventures, franchises, corporate ventures, socially responsible companies, and family businesses.

*International Area Studies and Business.* The first international area for study is Latin America. Eastern University has a partnership agreement with the University of the Americas in Puebla. Please see the Spanish section of this catalog.

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

ACCT 107, 108	Principles of Accounting	6
BUSA 102	Business as a Profession	3
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 221	Business Statistics	3
BUSA 306	International Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 321	Operations Management	3
BUSA 340	Human Resources Management	3
BUSA 350	Business Law	3
BUSA 390	Organizational Behavior	3
BUSA 470	Management Information Systems	3
BUSA 480	Business Strategy and Policy <i>or</i>	
BUSA 491, 492	Integrative Practices	3-6
COM 120	Public Speaking	3
CSC 150	Problem Solving with Computers <i>or</i>	
CSC or INFO	Any course	3
ECON 203, 204	Principles of Economics	6
FIN360	Business Finance	3
<i>Total Credit Hours:</i>		<i>57-60</i>

**THE MAJOR FOR THE B.A. IN MARKETING**

ACCT 107, 108	Principles of Accounting	6
BUSA 102	Business as a Profession	3
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 221	Business Statistics	3
BUSA 302	Marketing Research	3
BUSA 303	Consumer Behavior	3
BUSA 305	Principles of Sales Management	3
BUSA 306	International Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 403	Contemporary Issues in Marketing	3

<b>BUSA 405</b>	Integrated Marketing Communications	3
<b>BUSA 480</b>	Business Strategy and Policy <i>or</i>	
<b>BUSA 491, 492</b>	Integrative Practices	3-6
<b>COM 120</b>	Public Speaking	3
<b>CSC 150</b>	Problem Solving with Computers <i>or</i>	
<b>CSC <i>or</i> INFO</b>	Any course	3
<b>ECON 203, 204</b>	Principles of Economics	6
<b>FIN 360</b>	Business Finance	3
	<i>Total Credit Hours:</i>	<u>60-63</u>

### THE MINOR IN MANAGEMENT

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

### THE MINOR IN MARKETING

Eighteen hours to include BUSA 202, 302, 303, 311 and TWO courses from BUSA 305, 402, 405.

### THE MINOR IN NONPROFIT ADMINISTRATION

Eighteen hours to include ACCT 107, ACCT 309, BUSA 316; ONE course from BUSA 202 or BUSA 240; ONE course from BUSA 310, BUSA 311, INST 100/300; and ONE course from (consult course descriptions for prerequisites) BKIN 450, BKIN 451, BUSA 314, BUSA 315, COM 203, COM 250, COM 303, SWK 340, YMIN 305

### BUSINESS COURSE DESCRIPTIONS

#### **BUSA 102 Business as a Profession** 3

This course will examine a career in Business as a calling from God, and what the differences are that such a calling makes in a young Christian business leader's role in the new global economy. Activities will include classical and current readings, career research, journaling, field trips, guest speakers and simulations, and will culminate in each student writing a self-exploratory paper reflecting on his/her personal career calling, eventual success goals and motivation. This course should be taken as either a first-year or sophomore student, and is one of three required for entrance into any of the majors within the Department of Business.

#### **BUSA 202 Principles of Marketing** 3

Basic principles and practices involved in the distribution of goods and services, market surveys, advertising and salesmanship. Prerequisite: Minimum grade of C in BUSA 102.

#### **BUSA 206 Principles of Management and Leadership** 3

Planning, organizing, directing, coordinating and controlling the activities of the administrative unit; evolution of management thinking. Prerequisite: Minimum grade of C in BUSA 102.

#### **BUSA 212 IT Applications in E-Commerce** 3

Involves the integration of all information systems with every department and process within the corporate enterprise. Using a case studies and team-based approach, students consider sales force automation, customer services, marketing, finance and operations as they relate to digital solutions and opportunities. Integration topics include: organizational alignment for e-commerce; ROI analysis of e-commerce; diagnostic tools; sales and channel transformation to an e-commerce environment; change management; connected enterprise architecture; best practices and lessons learned. The course will also address the evolving legal environment of e-commerce. Legal topics will include: authentication and signatures; content and copyrighting on the web; privacy; global guidelines for international transactions; different governing agents on intranets/extranets; and collecting personal data on-line. Prerequisite: Minimum grade of C in INFO 100.

#### **BUSA 221 Business Statistics** 3

Introduction to statistical techniques used in business to include: data collection, sampling, descriptive statistics, inferential statistics, regression analysis, forecasting. Prerequisite: Fulfillment of math entrance requirement.

#### **BUSA 240 Strategic Marketing for Nonprofit Organizations** 3

Marketing has become an important management tool in nonprofit organizations. This course will give students the opportunity to analyze appropriate marketing models and trends and to apply them to nonprofits in which they work or to which they contribute.

#### **BUSA 280 Labor-Management Relations** 3

Involves an in-depth study of the relationships between labor and management in a unionized environment. The course will address the organization of unions, the collective bargaining process, and methods of dispute resolution such as mediation and arbitration. Prerequisite: Minimum grade of C in BUSA 206.

#### **BUSA 290 Real Estate Practices and Fundamentals** 4

The course provides a basic understanding of the real estate business and career opportunities. Topics include ownership, law, contracts, leasing, finance, taxes and seesements, real estate appraisal, fair housing, investment and agency relationships. Upon completion of this course, the student is eligible to take the Pennsylvania Real Estate exam for licensing.

**BUSA 302 Marketing Research** 3

Analysis of the principal internal and external procedures used in collecting, processing and evaluating both quantitative and qualitative data. Students will also apply research design and management of information for decision making. Prerequisite: BUSA 221.

**BUSA 303 Consumer Behavior** 3

Course examines the relationship between buyer behavior and marketing decision making. Students will develop an awareness of various aspects of consumer motivation and behavior, including social, cultural, psychological, business and environmental influences. Prerequisite: Minimum grade of C in BUSA 202.

**BUSA 305 Principles of Sales Management** 3

Principles underlying the sales process and practical application of these principles to selling institutions. Emphasis on essential qualities, right mental attitudes and necessary emotional control, as well as good selling skills necessary to sell self, services and products. Prerequisite: Minimum grade of C in BUSA 202.

**BUSA 306 International Business** 3

This course is designed to prepare students to understand issues related to international business practices. Students will examine various countries and regional trading blocks and their absolute and comparative advantages, some of their inherent competitive weaknesses, and the recruiting, hiring and training of local and expatriate managerial talent necessary for the organization to be successful. Other topics include an overview of some of the strategies necessary to develop long-term relationships within foreign business cultures, and the necessity that multinational organizations understand and adjust to some of the cultural differences of the countries in which they operate, while simultaneously maintaining consistency in their corporate culture and values. This course will use a combination of theory, guiding principles and best practices, simulations and personal experiences to communicate lessons in global management.

**BUSA 308 Entrepreneurship** 3

This course is designed for the prospective small business entrepreneur as well as for persons operating small firms and wishing to improve their operations. It emphasizes pragmatism. The advantages and disadvantages of small business ownership, including franchising, will be studied. The more classic areas of basic economics,

accounting, management and marketing will also be addressed in relationship to the smaller business enterprise. Prerequisites: Minimum grades of C in BUSA 206, 202, ACCT 108.

**BUSA 310 Leadership** 3

Leadership is a consideration of what it means to be a leader, what skills and qualities are possessed by leaders, and what in particular it means to be a leader who is Christian. The course will survey important theories of leadership and how they apply to the emerging Christian leader. Class activities will allow students to develop an appreciation of their own leadership styles and those of others. Prerequisite: Permission of the instructor.

**BUSA 311 Business Ethics and Leadership** 3

The course explores contemporary ethical dilemmas facing business persons for the purpose of developing analytical skills and discernment in ethical decision making and policy formation. Following a consideration of various theories of morality, the course utilizes the case method to highlight the relationship between specific normative decisions and broader philosophical/theological issues relating to moral theory. Specific topics to be discussed include corporate social responsibility, governmental regulation of the private sector, the use of cost-benefit analysis in policy formation, consumer protection, ethical issues in personnel management, discrimination, whistle-blowing, hostile corporate takeovers, ethical issues in advertising, and socially responsible investing. Special attention will be devoted to ways in which the Christian faith informs the motivation and structure of ethical decisions. Prerequisite: junior standing.

**BUSA 314 Community Organizing** 3

Analysis of the environment of a community-based organization, including how political, economic, religious and social systems affect that organization. Also, consideration of the historicity of an organization and effective methods of community organizing. Prerequisite: junior standing.

**BUSA 315 Housing and Economic Development** 3

Discussion and analysis of contemporary urban issues, especially inner city, as regards development of affordable housing. Review of historical perspective on building as a profession and the building process. Issues considered within matrix of affordable housing will include crime and blight, infrastructure and utilities, labor unions and public policy, historic preservation and gentrification, and community-based development. Prerequisite: junior standing.



**BUSA 316 Nonprofit Organization Development and Management** 3

A consideration of components necessary for starting and managing a nonprofit corporation including fundraising, tax-exempt status, leadership development and ethical issues. Prerequisite: junior standing.

**BUSA 321 Operations Management** 3

Survey of the functions and problems of service and production operations. Course includes analysis of the problems and practice of production systems design, production planning and scheduling, materials planning and procurement, capacity and quality control. Prerequisites: Minimum grades of C in BUSA 206, 221, ECON 203, 204.

**BUSA 340 Human Resources Management** 3

Policies and methods of obtaining and developing an efficient work force, including human resources planning, recruitment, selection, placement, development, performance evaluation, compensation practices and safety, benefits administration. Prerequisite: Minimum grade of C in BUSA 206.

**BUSA 350 Business Law** 3

Law of business environment, contracts and legal controls operative in the business community. Offered in the fall.

**BUSA 390 Organizational Behavior** 3

The behavioral aspects of management are examined at the micro and macro levels. Specific areas of concern such as work force motivation, decision making, leadership, and conflict resolution are studied both theoretically and experientially. Prerequisite: Minimum grade of C in BUSA 206.

**BUSA 403 Contemporary Issues in Marketing** 3

This course is designed to address contemporary issues and interests in Marketing. Such topics as supply chain management, branding, customer relationship management, retailing, and others will be offered in various semesters. Prerequisite: Permission of instructor. Intended for seniors majoring in marketing.

**BUSA 405 Integrated Marketing Communications** 3

This course analyzes the numerous methods used to communicate with customers. Organizations in the private, as well as the public sectors understand that the ability to communicate effectively and efficiently with their targeted audiences is critical to the long-term success of the organization. Topics such as public relations, selling, and advertising and promotion will be explored. Students will complete the design and implementation of

an integrated marketing communication plan. Prerequisites: BUSA 202, 303, 305.

**BUSA 430 Investment Management** 3

The basic principles underlying individual and institutional investment decisions are explored. The structure and operations of the stock exchanges as well as the functions of securities dealers and brokers are presented, together with a detailed examination of the various types of stocks and bonds. Portfolio management problems are considered. Prerequisites: Minimum grades of C in BUSA 221, FIN 360.

**BUSA 470 Management Information Systems** 3

A basic understanding of Information Technology is essential to anyone entering the business world today. This course will explore topics relevant to a business manager's interaction with Information Systems. Topics include: IT support of business goals and strategies; organizational systems; e-commerce; data management; the role of the Internet as it relates to business; and ethical issues related to privacy and security.

**BUSA 480 Business Strategy and Policy** 3

An exploration of strategic planning through an intensive use of case studies and computer simulations. The course requires the graduating business major to analyze specific organizations and their environments and to develop logical alternative strategies. The result is that each student integrates the material from all other business and related courses in preparing rigorous written and verbal analyses and arguments. Prerequisites: Minimum grade of C in FIN 360 and senior business, accounting or economics concentration major.

**BUSA 491, 492 Integrative Practices** 3, 3

These courses are designed to serve as a senior level capstone experience for business majors that incorporates all of the learning that has taken place over the student's tenure at Eastern University and applies that knowledge to actual work situations. Students join Students in Free Enterprise (SIFE) and participate in a variety of community outreach programs that teach free enterprise. Enrollment is reserved for those business students demonstrating impressive accomplishments and exhibiting motivation to explore the business world more deeply. The student must maintain a grade point average of at least 3.25 and have the approval of the instructor in order to qualify.

**BUSA 495 Internship** 2-12

Supervised experience and training in a business firm, designed to demonstrate the application of the principles learned in the classroom to actual

business situations. Assignments will cover various aspects of a business firm, including where feasible: the general organization of the business, accounting, use of computers, flow of orders, and methods of marketing.

### INFORMATION TECHNOLOGY COURSE DESCRIPTIONS

#### INFO 100 Web Development Fundamentals 3

This hands-on course introduces students to the fundamentals of building websites. Topics in this course include: History of the World Wide Web, HTML, including fundamental element sets, tables, frames, and forms; Cascading Style Sheets; HTTP; CGI; JavaScript; Java applets and an introduction to XML. Lab fee.

#### INFO 120 Database Management Systems 3

This foundation course examines different database architecture [relational, hierarchic and network] options and corresponding design/functionality. Topics include: data modeling, database objects, data relationships, SQL, data structure and reporting. Lab fee.

#### INFO 150 Networking Fundamentals 2

This course covers the fundamentals of communication between systems and networks from mainframes to client/server to web-enabled models. Topics include: history of data transmission, communication standards, protocols including TCP/IP, reference models (OSI, TCP/IP), network architectures, and the current communication solutions in industry. Lab fee.

#### INFO 200 Introduction to Programming Using Java 3

This course introduces students with no prior programming exposure to programming concepts, design and structure via the Java programming language. Topics include: objects, classes, arrays, data types, attributes, variables, operations, methods, classes, expressions, recursion, strings and loops. Lab fee.

#### INFO 320 Emerging Technologies for Managers 2

This survey course first quickly reviews application, systems, and network fundamentals. Then, the course takes a survey approach to the latest innovations in each of those segments and exposes IT managers to the latest challenges and vendor solutions. The course focuses on interdisciplinary and business views approaching each development with the, "what's it going to cost me and what does it get me" pragmatic approach. Prerequisite: INFO 100.

## CHEMISTRY

The majors offered by the Department of Chemistry prepare students to enter the chemical industry or graduate school and provide an excellent foundation for professional studies in medicine, law, and other areas. Students interested in chemistry/secondary education are encouraged to consider the five-year combined B.S./M.Ed. program.

### Majors include:

**B.S. in Biochemistry** - includes modern studies at the interface of chemistry and biology.

**B.S. in Chemistry** - includes classic and innovative theory and laboratory skill development in chemistry.

**B.A. in Chemistry-Business** - provides unique training at the interface of the business and chemistry fields.

Through rigorous studies of chemical principles and hands-on laboratory analysis, we cultivate students for advancement in their fields and equip them with tools to be careful thinkers, creative problem solvers, clear communicators, and skilled experimentalists. We examine the handiwork of God --the display of His glory evident in the molecular complexity of the natural world -- so students called to science can lead meaningful lives of service as effective stewards and agents of God's redemptive purposes.

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

#### Biology:

<b>BIO 152</b>	General Biology II	4
<b>BIO 311</b>	Cell Biology	4
<b>BIO 344, 345</b>	Molecular Biology and Lab	3, 1

#### Chemistry:

<b>CHE 121, 122</b>	General Chemistry I, II	3, 3
<b>CHE 123, 124</b>	General Chemistry Lab I, II	1, 1
<b>CHE 211, 212</b>	Organic Chemistry I, II	3, 3
<b>CHE 213, 214</b>	Organic Chemistry Lab I, II	1, 1
<b>CHE 312</b>	Thermodynamics and Kinetics	4
<b>CHE 320, 322</b>	Biochemistry I and Lab	3, 1
<b>CHE 321</b>	Biochemistry II	3
<b>CHE 420</b>	Chemical Research <u>or</u>	
<b>CHE 495</b>	Internship	5
<b>CHE 425</b>	Project Presentation	1
	<i>Subtotal Credit Hours:</i>	<u>45</u>

#### Choose ONE of the following:

<b>BIO 310</b>	Animal Physiology	
<b>BIO 312</b>	Genetics	
<b>CHE 330</b>	Special Topics	
<b>CHE 360</b>	Advanced Organic Chemistry	
<b>CHE 405</b>	Instrumental Analysis	
	<i>Subtotal Credit Hours:</i>	<u>3-4</u>

Other Required Courses:

<b>PHYS 101, 102</b>	Physics I, II	4, 4
<b>MATH 212</b>	Calculus I	3
	<i>Subtotal Credit Hours:</i>	<u>11</u>
	<i>Total Credit Hours:</i>	59-60

Recommended for Graduate School preparation:

MATH 213, 220.

Recommended schedule:

First Year:

CHE 121, 122, 123, 124; BIO 152; MATH 212

Sophomore Year:

CHE 211, 212, 213, 214; PHYS 101, 102 or BIO 311, 344

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

<b>CHE 121, 122</b>	General Chemistry I, II	3, 3
<b>CHE 123, 124</b>	General Chemistry Lab I, II	1, 1
<b>CHE 211, 212</b>	Organic Chemistry I, II	3, 3
<b>CHE 213, 214</b>	Organic Chemistry Lab I, II	1, 1
<b>CHE 231</b>	Quantitative Analysis	4
<b>CHE 312</b>	Thermodynamics and Kinetics	4
<b>CHE 405</b>	Instrumental Analysis	4
<b>CHE 411</b>	Introductory Quantum Chemistry	4
<b>CHE 420</b>	Chemical Research <i>or</i>	
<b>CHE 495</b>	Internship	5
<b>CHE 425</b>	Project Presentation	1

Choose TWO of the following:

<b>CHE 320, 322</b>	Biochemistry I and Lab	3, 1
<b>CHE 321</b>	Biochemistry II	3
<b>CHE 332</b>	Environmental Chemistry	4
<b>CHE 330</b>	Special Topics	3
<b>CHE 350</b>	Advanced Inorganic Chemistry	3
<b>CHE 360</b>	Advanced Organic Chemistry	3
<b>CHE 408</b>	Industrial Chemistry	3
<b>CHE 420</b>	Chemical Research (additional)	3
	<i>Subtotal Credit Hours:</i>	<u>44-46</u>

Other Required Courses:

<b>MATH 212, 213</b>	Calculus I, II	3, 3
<b>PHYS 101, 102</b>	Introduction to Physics I, II	4, 4
	<i>Subtotal Credit Hours:</i>	<u>14</u>
	<i>Total Credit Hours:</i>	58-60

Recommended for Graduate School preparation:

A year of BIO 152, MATH 214, 300.

Recommended for Pre-Med:

BIO 152, 311

Required for Secondary Certification

(may be used as electives above):

<b>CHE 115</b>	Hands-On Chemistry for Children	3
<b>CHE 304</b>	Chemistry Laboratory Management	1
<b>CHE 320, 322</b>	Biochemistry I and Lab	3, 1

Recommended Schedule:

First Year:

CHE 121, 122, 123, 124; MATH 212 and core requirements

Sophomore Year:

CHE 211, 212, 213, 214; PHYS 101, 102; MATH 213

Junior Year:

CHE 231, 312, or 411 and elective

**THE MAJOR FOR THE B.A. IN CHEMISTRY-BUSINESS**

*Chemistry:*

<b>CHE 121, 122</b>	General Chemistry I, II	3, 3
<b>CHE 123, 124</b>	General Chemistry Lab I, II	1, 1
<b>CHE 211, 212</b>	Organic Chemistry I, II	3, 3
<b>CHE 213, 214</b>	Organic Chemistry Lab I, II	1, 1
<b>CHE 231</b>	Quantitative Analysis <i>or</i>	
<b>CHE 320, 322</b>	Biochemistry I and Lab	3, 1
<b>CHE 405</b>	Instrumental Analysis	4
<b>CHE 408</b>	Industrial Chemistry	3
	<i>Subtotal credit hours</i>	<u>27</u>

*Business:*

<b>ACCT 107, 108</b>	Principles of Accounting	3, 3
<b>BUSA 202</b>	Principles of Marketing	3
<b>BUSA 206</b>	Principles of Management and Leadership	3
<b>BUSA 221</b>	Business Statistics	3
<b>BUSA 311</b>	Business Ethics and Leadership	3
<b>BUSA 350</b>	Business Law	3
<b>ECON 203, 204</b>	Principles of Economics	3, 3
<b>FIN 360</b>	Business Finance	3
<b>INFO 320</b>	Emerging Technologies for Managers	2
	<i>Subtotal credit hours</i>	<u>32</u>

<b>BUS 495</b>	Internship <i>or</i>	3
<b>CHE 495/425</b>	Internship (3) and Project Presentation (1) <i>or</i>	4
<b>CHE 420/425</b>	Chemical Research (3) and Project Presentation (1)	4
	<i>Total credit hours</i>	<u>62-63</u>

Schedule:

Chemistry sequence can be started in first or second year with CHE 121/123. Business sequence begins with ACCT 107.

## THE MINOR IN CHEMISTRY:

Ten hours of chemistry beyond 121, 122, 123, 124.

## COURSE DESCRIPTIONS

### CHE 111 Applied Chemistry:

#### Air, Water and Energy 3

This is a one-semester introductory chemistry course for the liberal arts student, allied health, biological studies, environmental studies or elementary education major. Major concepts of modern chemistry are investigated in the context of their relevance to current environmental issues, including air pollution, ozone depletion, global warming, society's energy sources, water pollution and acid rain. Chemical topics include properties and states of matter, atomic structure and bonding, stoichiometry, spectroscopy, thermodynamics, nuclear reactions, electrochemistry, solutions, and acids and bases. CHE 113 recommended concurrently. Can be used as preparation for CHE 121.

### CHE 112 Introductory Organic and Biochemistry 3

This course provides an overview of organic and biochemistry in a single semester. Important themes of organic and biochemistry are introduced through a survey of the following topics: alkanes, alkenes, alkynes, alcohols, ethers, thiols, aldehydes, ketones, stereochemistry, carbohydrates, carboxylic acids, esters, lipids, amines, amides, amino acids, proteins, enzymes, vitamins, nucleic acids, protein synthesis, metabolism, and energy production. For the allied health, biological studies, environmental studies or elementary education major or as preparation for Che 211. Three hours lecture. Prerequisite: Minimum grade of C in CHE 111 or 121. CHE 114 recommended concurrently.

### CHE 113 Applied Chemistry Lab 1

Experiments illustrating principles and applications introduced in CHE 111. CHE 111 must be taken concurrently with CHE 113. Two and one-half hours laboratory.

### CHE 114 Introductory Organic and Biochemistry Lab 1

This laboratory course provides an overview of organic and biochemistry lab techniques in a single semester. The student gains hands-on experience with the following organic chemistry and biochemistry laboratory techniques: thin layer chromatography (tlc), extraction, recrystallization, distillation, gas chromatography (GC), use of micropipettes, HPLC characterization of amino acid derivatives, size exclusion chromatography, electrophoresis of proteins, bioinformatics, and DNA PCR amplification & electrophoresis. Three and one-half hours

laboratory. Prerequisite: Che 113 or equivalent. CHE 112 must be taken concurrently.

### CHE 115 Hands-On Chemistry for Children 3

A skills course designed for the education major or youth worker to develop and lead hands-on chemistry activities at the elementary school level. Understanding and communicating basic and practical chemical ideas within a constructivist approach is stressed. Students perform field work in under-served urban communities. Offered fall in alternate years.

### CHE 121 General Chemistry I 3

Intensive introduction to the composition of matter, models for atomic structure and bonding, periodicity of elements, stoichiometry, states of matter, solutions and organic chemistry. Prerequisites: a high school background in chemistry with a grade of B- or better or minimum grade of C in CHE 111. Recommended Math SAT of 500. Three hours lecture. CHE 123 must be taken concurrently. For science majors.

### CHE 122 General Chemistry II 3

Explorations of thermodynamics, equilibria, acid-base theory, electrochemistry, kinetics, inorganic and nuclear chemistry. Prerequisite: Minimum grade of C in CHE 121. Three hours lecture. CHE 124 to be taken concurrently. For science majors.

### CHE 123, 124 General Chemistry Laboratory I, II 1, 1

Experiments are performed to introduce or illustrate the concepts studied in CHE 121 and 122. Emphasis is placed on careful recording and analysis of observations. CHE 123 develops foundational laboratory skills. CHE 124 includes an introduction to qualitative analysis, computer-interfaced data collection and scientific writing. CHE 121 must be taken concurrently with CHE 123 and CHE 122 must be taken concurrently with CHE 124. Minimum grade of C in CHE 123 is prerequisite to CHE 124. Three hours laboratory.

### CHE 211 Organic Chemistry I 3

This course introduces the student to the terminology, symbolism and logic that are needed to understand and solve organic chemistry problems involving nomenclature, functional group reactions, synthesis, mechanisms, and nuclear magnetic resonance. This includes the introduction to 3-D structure, a survey of functional groups, alkanes, alkenes, alkynes, alkyl halides, stereochemistry, and introductory problems in synthesis, reaction mechanisms, and NMR. Three hours lecture. Prerequisite: Minimum grade of C in CHE 122. CHE 213 must be taken concurrently.

**CHE 212 Organic Chemistry II** 3

This course reinforces concepts from CHE 211 and equips the student with the ability to solve organic chemistry problems involving nomenclature, functional group reactions, stereoselective synthesis, mechanisms, and structure proofs through the interpretation of mass, infrared, ultraviolet, and nuclear magnetic resonance spectra. This includes an introduction to the chemistry of the following functional groups: aromatic rings, alcohols, thiols, ethers, epoxides, sulfides, amines, and common carbonyl compounds. Three hours lecture. Prerequisite: Minimum grade of C in CHE 211. CHE 214 must be taken concurrently.

**CHE 213 Organic Chemistry Laboratory Techniques I** 1

This laboratory course introduces basic organic chemistry lab techniques such as recrystallization, extraction, chromatography (thin layer, column, & gas), distillation, and filtration in the context of synthesizing organic compounds and isolating natural products. NMR spectroscopy is introduced, and students learn to operate a 300 MHz FT-NMR spectrometer and interpret spectra. Three and one-half hours laboratory. CHE 211 must be taken concurrently.

**CHE 214 Organic Chemistry Laboratory: Techniques and Multi-Step Synthesis** 3

As a continuation of CHE 213, this laboratory course equips the student with synthetic experience at an intermediate level while incorporating topics from the lecture course (CHE 212) such as stereochemistry, stereoselectivity, functional group transformations, protecting groups, proton FT-NMR, GC and FT-IR spectroscopy, and multi-step synthesis. Three and one-half hours laboratory. Prerequisite: Minimum grade of C in CHE 213. CHE 212 must be taken concurrently.

**CHE 231 Quantitative Analysis** 4

A study of the theory and practice of commonly used classical analytic techniques. Lecture material includes: statistics and evaluation of analytical data; theory of simple and complex equilibria; theory of acid-base, precipitation, redox, and complexation reactions; titrations; analytical electrochemistry; spectrophotometry; and the use of separation techniques in analysis. Laboratory experiments provide opportunity to apply theory in everyday situations. Three hours lecture, three hours laboratory. Prerequisites: Minimum grades of C in CHE 122, 124. Offered in fall.

**CHE 304 Chemistry Laboratory Management** 1

Course for secondary education majors desiring certification in chemistry and also useful for

students preparing for work in industry. Under faculty supervision students will design, instruct and grade a chemistry laboratory section. Responsibilities will also include stock room management, inventory, waste disposal, safety training and ordering of supplies. May be combined with work-study scholarship. Six hours per week. Prerequisites: junior class standing and permission of department.

**CHE 312 Thermodynamics and Kinetics** 4

Thermodynamics as applied to the gas phase, changes of state, chemical equilibria, and electrochemistry. Chemical kinetics and reaction dynamics are examined. Course is divided into two-thirds thermodynamics and one-third kinetics. Laboratory projects emphasize group work and extensive peer review of written reports. Prerequisites: Minimum grades of C in CHE 122, PHYS 102, MATH 212. Three hours lecture, four hours laboratory. Offered in spring.

**CHE 320 Biochemistry I** 3

This course surveys the structure and basic biochemical properties of nucleic acids, proteins, carbohydrates, and lipids within the context of living systems. Specific themes include the architecture and basic function of proteins, the storage and flow of genetic information, and the catalytic strategies and regulation of enzymes. Three hours lecture. Prerequisite: Minimum grade of C in CHE 212. BIO 152 is recommended. CHE 322 must be taken concurrently. Offered in fall.

**CHE 321 Biochemistry II** 3

Building upon the foundation laid in CHE 320, this course surveys the major biochemical pathways through which cells harvest and store chemical energy from the environment and then utilize that energy to drive the synthesis of macromolecules needed to sustain life. Specific emphases include the metabolism of carbohydrates and fatty acids, oxidative phosphorylation and photosynthesis. Three hours lecture. Prerequisite: Minimum grade of C in CHE 320. Offered in spring.

**CHE 322 Biochemistry Laboratory** 1

This laboratory course provides hands-on experience with common experimental techniques used in biochemical research. These techniques include expression and purification of recombinant protein from *E. coli*, affinity chromatography, size exclusion chromatography, protein and nucleic acid gel electrophoresis, Western blotting, characterization of enzyme function by spectrophotometric assay, DNA amplification by PCR, and an introduction to protein bioinformatics. Three and one-half hours laboratory. CHE 320 must be taken concurrently.



**CHE 332 Environmental Chemistry** 4  
Au Sable Institute. (See Off-Campus Programs)

**CHE 350 Advanced Inorganic Chemistry** 3  
An advanced level course with emphasis on bonding theories, inorganic reactions and structures. Emphasis will be placed upon symmetry, isomerism, properties and reactions of coordination compounds. Prerequisite or corequisite: Minimum grade of C in CHE 411 or permission of department.

**CHE 360 Advanced Organic Chemistry** 3  
This course is primarily a lecture and problem-solving course which builds upon the first year of organic chemistry to prepare the student for employment in the field of chemistry or for graduate school. The curriculum is divided between advanced topics in three areas of organic chemistry: 1) mechanistic theory; 2) synthesis; and 3) interpretations of spectra. The course is composed of a series of lectures, guided problem sets, projects, and exams that equip the student to rationalize novel reactions with mechanistic logic, design advanced multi-step syntheses of target molecules, and identify unknowns from  $^{13}\text{C}/^1\text{H}$  NMR, UV, IR, Raman, and mass spectral data. Prerequisite: C or better in CHE 212. Offered every other fall.

**CHE 405 Instrumental Analysis** 4  
Lectures involve the study of the theory, design and operation of analytic instrumentation common to modern laboratories in industry and research. Lab work provides hands-on experience in sample preparation and operation of such instruments as UV/VIS, FT-IR, AAS, FT-NMR, GC-MS and HPLC. Computerized data acquisition and manipulation is included through the use of interfaced data stations. 2-3 hours lecture, 4-5 hours laboratory per week. Prerequisite: Minimum grade of C in CHE 212. Offered in spring.

**CHE 408 Industrial Chemistry** 3  
The content of this course provides an overview of the chemical and business aspects of the chemical industry. Topics include history of the chemical industry, principles of manufacturing, design of large scale production, environmental and safety regulations, economic factors, management, marketing, sales, and global trends. Case studies of various industries such as pharmaceuticals and biochemicals, petroleum/petrochemicals, chemical feedstocks, polymers, inorganics, agricultural products, and detergents will be examined. Three hours lecture. Prerequisites: Minimum grade of C in CHE 212/214. Offered as needed in spring.

**CHE 411 Introductory Quantum Chemistry** 4  
Introductory quantum mechanics and its application to atoms, bonding and fundamental theory of

spectroscopy. Statistical thermodynamics is introduced as the link between quantum theory and thermodynamics. Laboratory includes molecular modeling research projects and symbolic math programming. Prerequisites: Minimum grades of C in CHE 122; PHYS 102; MATH 213. Three hours lecture; three hours laboratory. Offered in fall.

**CHE 420 Chemical Research** 2-10  
The student will perform an original chemical or biochemical research project, designed and supervised by a research advisor. The student will conduct a comprehensive literature search, perform the original laboratory and/or computational work, manage the overall project, and keep a laboratory notebook. A minimum time commitment of three laboratory hours per week is expected for each credit hour. Graded P/F. The research may be performed at Eastern University or at an approved research program off campus. There is no tuition charge either for overload credit or for summer work. May be taken more than once. Prerequisite: permission of the department. CHE 425 is designed to follow CHE 420.

**CHE 425 Project Presentation** 1  
Results of an original research or internship project completed in CHE 420 or 495 are presented by the student in the form of a seminar and a journal-formatted paper. The course is designed to improve the student's ability to communicate scientific results orally and in writing. There is no tuition charge either for overload credit or for summer work. Prerequisite: completion of CHE 420 or 495.

**CHE 495 Internship** 2-12  
Students may do approved chemical laboratory work in a local company. Work will be evaluated by the company supervisor and graded on a P/F basis. A literature research paper dealing with a process, procedure or topic during the cooperative experience is to be completed. With the supervisor's approval, the paper is to be presented in CHE 425 following the completion of CHE 495. Hours credit will be determined by the department. May be taken more than once. Prerequisites: junior or senior status and permission of the department.

## COMMUNICATION STUDIES

With the Communication Studies major, a student may choose one of six concentrations: relational communication, organizational communication (with either an organizational focus or a public relations focus), media, theory, dance or theatre. Each concentration allows the student to focus on a unique aspect of the communication or performance discipline, while concomitantly learning the foundation of the field.

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

*Core Major Courses (required of all concentrations)*

COM 101	Introduction to Communication	3
COM 105	Introduction to Mass Media	3
COM 120	Public Speaking	3
COM 260	Communicating Across Cultures	3
COM 405	Media Theory and Criticism <i>or</i>	
COM 410	Communication Theory	3
COM 411	Senior Seminar	3
	<i>Subtotal Credit Hours:</i>	<u>18</u>

**RELATIONAL CONCENTRATION**

COM 201	Interpersonal Communication	3
COM 203	Group Communication and Leadership	3
COM 222	Analysis of Argument and Discourse	3
COM 340	Conflict Management and Mediation	3
COM 350	Communication Across Difference: Gender and Generation	3
COM 380	Research Methods*	3
	<i>Subtotal Credit Hours:</i>	<u>18</u>

*Choose FOUR Communication Electives*

	<i>Subtotal Credit Hours:</i>	<u>12</u>
	<i>Total Credit Hours:</i>	<u>48</u>

**ORGANIZATIONAL CONCENTRATION**

Students are advised to focus in one area of the organizational concentration, either organizational communication or public relations.

**Organizational Communication Focus**

COM 201	Interpersonal Communication	3
COM 203	Group Communication and Leadership	3
COM 222	Analysis of Argument and Discourse	3
COM 303	Organizational Communication	3
COM 340	Conflict Management and Mediation	3
COM 380	Research Methods*	3
	<i>Subtotal Credit Hours:</i>	<u>18</u>

*Choose FOUR Communication Electives*

	<i>Subtotal Credit Hours:</i>	<u>12</u>
	<i>Total Credit Hours:</i>	<u>48</u>

**Public Relations Focus**

COM 221	Public Relations	3
COM 222	Analysis of Argument and Discourse	3
COM 240	Persuasion	3
COM 321	Public Relations Case Studies	3
ENG 200	Journalism	3
	<i>Subtotal Credit Hours:</i>	<u>15</u>

*Choose FIVE Communication Electives*

	<i>Subtotal Credit Hours:</i>	<u>15</u>
	<i>Total Credit Hours:</i>	<u>48</u>

**MEDIA CONCENTRATION**

COM 222	Analysis of Argument and Discourse	3
ENG 200	Applied Journalism <i>or</i>	
COM 237	Introduction to Documentary Production	3
COM 325	Advertising <i>or</i>	
ENG 345	Advanced Writing: Journalism	3
COM 220	The Art of Media	3
COM 255	Communication and Technology	3
COM 322	Images in Media	3
COM 380	Research Methods*	3
	<i>Subtotal Credit Hours:</i>	<u>21</u>

*Choose THREE Communication Electives*

	<i>Subtotal Credit Hours:</i>	<u>9</u>
	<i>Total Credit Hours:</i>	<u>48</u>

**THEORY CONCENTRATION**

COM 201	Interpersonal Communication	3
COM 222	Analysis of Argument and Discourse	3
COM 240	Persuasion	3
COM 300	Rhetorical Criticism	3
COM 350	Communication Across Difference: Gender and Generation	3
COM 370	Political Communication	3
COM 380	Research Methods*	3
	<i>Subtotal Credit Hours:</i>	<u>21</u>

*Choose THREE Communication Electives*

	<i>Subtotal Credit Hours:</i>	<u>9</u>
	<i>Total Credit Hours:</i>	<u>48</u>

\*COM380 Research Methods – For students who have majors or minors in Psychology or Sociology, a research methods course from those disciplines will meet the communication requirement.

**THE MINOR IN COMMUNICATION**

Eighteen hours in Communication including COM 120, 201, 260 with up to 6 hours in advanced English writing or literature courses being acceptable.

**COMMUNICATION COURSE DESCRIPTIONS**

**COM 101 Introduction to Communication 3**  
An introduction to the study of human communication. The nature of communication, how it works and the role it plays in human social relations is introduced and applied to the major contexts of communication: interpersonal, small



group, presentational speaking, organizations, mass media and cross-cultural.

**COM 105 Introduction to Mass Media** 3

This course examines media institutions, the media products they produce, and their impact on a society or culture. Students will gain an understanding of the complex and interrelated nature of the mass media and explore the issues concerning the effect of media content on social or cultural values and actions.

**COM 120 Public Speaking** 3

A first course in speaking to entertain, inform and persuade. Course includes preparation, organization and delivery of speeches and uses informal low-key approach designed to reduce performance anxiety. No previous public speaking necessary.

**COM 201 Interpersonal Communication** 3

This course presents the theories, skills, and competencies required to establish and support healthy, ongoing interpersonal relationships.

**COM 203 Group Communication and Leadership** 3

The focus of this course is on the theories and skills related to the initiation, development and effective conduct of task-focused small groups. The theory and skills of leadership appropriate to small task groups is also emphasized. Prerequisite: COM101 Introduction to Communication.

**COM 206 Listening and Nonverbal Communication** 3

Effective listening across communication contexts is essential to understanding in relationships, during group task activities, in response to public presentations, and in communication across differences. Nonverbal communication is an analogue to verbal communication that influences understanding and meaning in virtually all communication contexts. The functions of nonverbal communication across the various nonverbal channels such as body, face, eye, space artifact, touch, paralanguage, silence, time and smell will be identified. The course presents theory and research to develop personal skill in listening.

**COM 212 Business Communication** 3

An overview of the communication skills required for success in an organizational setting. A primary emphasis is on business presentations including media-assisted presentations (power-point, etc.). Other areas of communication such as team or group, computer, supervisory, etc. are covered.

**COM 220 The Art of Media** 3

A survey of film and other visual media and their role in modern culture and as art. This course

introduces both the history and processes of visual communication forms and critical criteria for interpreting and evaluating media products. Films, video and other visual communications will be presented, analyzed and critiqued in terms of their function and effect within the culture at a point in time and across time.

**COM 221 Public Relations** 3

An introduction to the theory and practices of public relations and its role in influencing attitudes and actions of both internal and external publics to businesses or other complex social organizations. The course includes analysis of the policies and actions of organizations with respect to public attitudes and the development of communication programs intended to affect public attitudes. Recommended for sophomores.

**COM 222 Analysis of Argument/Discourse** 3

Theories of argument and discourse analysis serve as the basis for understanding and developing skill in constructing and analyzing arguments that are inherent in communication across communication contexts. Arguments are inherent in all communication and this course will prepare students to recognize, evaluate and create appropriate arguments.

**COM 237 Introduction to Documentary Production** 3

The course focuses on aspects of documentary production including content, images and technical processes. It includes both review and production of documentary material. Prerequisite: COM 220.

**COM 240 Persuasion** 3

Persuasion is the study of the theories and strategies that affect the attitudes, beliefs, values, and practices of others. This course analyzes strategies of persuasion found in a wide variety of public discourse. The objective is to increase skill in both analyzing and creating effective, ethical, persuasive communication.

**COM 255 Communication and Technology** 3

This course explores the communication implications and applications that arise from technology, particularly computer-based technologies, and includes development of skill in the utilizing of technology as well as analysis of the implications of technology on communication practices.

**COM 260 Communication Across Cultures** 3

Explore the art of intercultural communications and cross-cultural living as members of the "Global Village." This course provides an opportunity for self-discovery, awareness of "other" and development of communication skills required for multicultural contexts. Specific issues related to ethics,

culture, survival and safety in the new environment and stress management are considered. Basic to the course is the supervised development of relationships with people of "other" cultures.

**COM 300 Rhetorical Criticism** 3

Rhetoric is concerned with efforts to influence the beliefs, attitudes, values and practices of others through discourse. While the public address has been the form most often studied for its effectiveness to influence individuals and societies, other forms of discourse are also important. This course studies the methods of analysis and evaluation of rhetorical discourse and texts in a society or culture. Prerequisites: COM 101.

**COM 303 Organizational Communication** 3

Complex organizations are created and sustained through communication. This course analyzes the communication that occurs within such organizations and considers how it is shaped because of the organization or acts to influence or affect organizational practices. Prerequisite: COM 101.

**COM 321 Public Relations Case Studies** 3

This course invites students to study the strategies and effectiveness of public relations case incidents. The focus is on the levels of professional practice and product as well as issues of values and ethics. Prerequisite: COM 221.

**COM 322 Images in Media: Gender, Race, Religion, and Culture** 3

The media represent categorical groups based on gender, race, religion or culture in various ways. This course focuses on the nature of such representations in particular media or across various media. While the course focuses on representations of one or more of the categorical groups delineated in the course title, the emphasis is on the manner and effects of such representations within a society. Prerequisite: COM 105. Recommended for juniors and seniors.

**COM 325 Advertising Communication** 3

The course focuses on the economic and social effects of advertising, the organization and practices of the advertising industry, the nature of advertising campaigns, and the creation of message product. Course also focuses on analysis of the implications, effectiveness, and ethics of advertising content and campaigns.

**COM 340 Conflict Management and Mediation** 3

This course presents the theory and practice of conflict management and the mediation processes utilized to address conflict in interpersonal, family, group, organizational and other contexts where conflict occurs. Recommended for juniors and seniors.

**COM 350 Communication Across Difference:**

**Gender and Generation** 3

This course focuses on how communication constructs gender and other categorical distinctions of difference in a society and how communication across such differences is shaped and mediated. While gender is the most prominent example, other differences are recognized as similarly constructed and influenced or are influenced by communication. Prerequisites: COM 101. COM 201 recommended but not required.

**COM 370 Political Communication** 3

An analysis of the types and distribution of discourse related to political campaigns and advocacy on public issues. This course analyzes the role of media in the presentation and interpretation of political discourse and the shaping of public opinion and acceptance that may result. Prerequisite: COM 101. COM 235 or 240 recommended but not required.

**COM 380 Research Methods** 3

A survey of the research methods employed in the study of communication and its effects. Emphasis is on the assumptions by which various methodological approaches rest, the appropriateness of various methods in the study of communication behavior and effects, the nature of data and data analysis, and the design of appropriate studies. Students will learn to read published research and design studies appropriate to particular research questions common in the study of communication. Recommended for juniors and seniors.

**COM 405 Media Theory and Criticism** 3

This course presents advanced theories of media and society and applies these theories to the analysis of media practice and products. Theories of media's role in society, the effects of media and its content on social structure and behavior, and perspectives on media ethics are the primary focus.

**COM 410 Communication Theory** 3

An advanced survey of the history, utilization and value of various theories that inform explanations of the nature and dynamics of communication across contexts. The nature of theory, its role in shaping scholarship within a discipline, and the results of research that follow from such theories are the focus of the course. Prerequisites: Senior standing and completion of at least 30 hours of study in communication. Recommended for juniors and seniors.

**COM 411 Senior Seminar** 3  
 Study in current theory and research problems of human communication. Major paper required. Prerequisite: senior standing.

**COM 495 Internship** 2-12  
 A supervised internship in an off-campus organization that is communication oriented, e.g., advertising or public relations firm, corporate training, consulting, motion picture company, radio station. The student must provide his or her own transportation, consult with his or her off-campus supervisor, and file reports on the experience with his or her on-campus advisor. Seniors preferred. May be taken more than once, provided that the total hours do not exceed twelve. Does not count toward the minor in communication.

## DANCE

### THE MAJOR FOR THE B.A. IN DANCE

Audition required.

#### Dance Technique Courses:

DAN 122	Global Dance Forms	2
DAN 231	Intermediate Modern Dance: Theory and Technique	2
DAN 232	Intermediate Jazz Dance: Theory and Technique	2
DAN 234	Intermediate Ballet Dance: Theory and Technique	2
DAN 331	Advanced Modern Dance: Theory and Technique	2
DAN 332	Advanced Jazz Dance: Theory and Technique	2
DAN 334	Advanced Ballet Dance: Theory and Technique	2
<i>Subtotal Credit Hours:</i>		<u>14</u>

#### Dance History Courses:

DAN 233	Liturgical Dance History and Practice	3
DAN 250	Modern Dance History	3
DAN 260	Classical Ballet History <i>or</i>	
DAN 365	Black Dance History	3
DAN 375	World Dance	3
<i>Subtotal Credit Hours:</i>		<u>12</u>

#### Creative Process/Performance Courses:

DAN 340	Dance Repertory	2
DAN 385	Dance Improvisation	3
DAN 386	Dance Composition	3
<i>Subtotal Credit Hours:</i>		<u>8</u>

#### Dance Education Courses:

DAN 103	Movement and Rhythms for Children <i>or</i>	2
EDU 300	Arts Integration in the Classroom	3
DAN 345	Methods and Techniques of Dance Instruction	3
<i>Subtotal Credit Hours:</i>		<u>5-6</u>

#### Independent Work:

DAN 410	Senior Project	3
<i>Subtotal Credit Hours:</i>		<u>3</u>

#### Additional Courses Required:

BKIN 100 O	Introduction to Dance Studies	3
DAN 310	Dance Anatomy and Kinesiology	3
<i>Subtotal Credit Hours:</i>		<u>6</u>
<i>Total Credit Hours</i>		<u>48-49</u>

#### Recommended Courses:

DAN 140	Sacred Dance	2
DAN 355	Methods of Teaching Beginner and Intermediate Pointe	3
DAN 395	Field Experience	1-3
DAN 495	Internship	2-12

### THE MINOR IN DANCE

#### Dance Technique Courses:

DAN 122	Global Dance Forms	2
BKIN 100 N	Fitness through Modern Dance <i>or</i>	
DAN 231	Intermediate Modern Dance: Theory and Technique <i>or</i>	
DAN 331	Advanced Modern Dance: Theory and Technique	2
DAN 232	Intermediate Jazz Dance: Theory and Technique <i>or</i>	
DAN 332	Advanced Jazz Dance: Theory and Technique	2
DAN 234	Intermediate Ballet Dance: Theory and Technique <i>or</i>	
DAN 334	Advanced Ballet Dance: Theory and Technique	2

#### Dance Theory Courses:

DAN 250	Modern Dance History <i>or</i>	
DAN 375	World Dance	3
DAN 233	Liturgical Dance History and Practice	3
DAN 386	Dance Composition	3

#### Dance Education Courses:

DAN 103	Movement and Rhythms for Children	2
DAN 345	Methods and Techniques of Dance Instruction	3

*Dance Performance Courses:*

<b>DAN 140</b>	Sacred Dance Group <i>or</i>	2
<b>DAN 340</b>	Dance Repertory	2
	<i>Total Credit Hours:</i>	<hr/> 24

*Note: BKIN 100 O is required as the Physical Fitness core course.*

**DANCE COURSE DESCRIPTIONS**

**DAN 103 Movement and Rhythms for Children** 2

This course is designed to provide background theory for teaching movement and dance education as well as to provide opportunities for practical application of knowledge gained. The course will enable students to develop an approach to teaching movement education that focuses on creativity and includes the psychomotor, cognitive, and affective domains of learning. Concept areas and activities to be explored include: the purposes and components of movement/dance education; the basic elements of dance; dance imagery, narrative and thematic dance; rhythm instruments and props; movement exercises and games; lesson planning; and teaching.

**DAN 122 Global Dance Forms** 2

Each time this course is offered, one particular global dance form will be the focus. The course primarily will be offered as a technique course. Topics included will be historical perspectives, cultural constructs of gender, societal influences, and aesthetic meaning unique to the dance form studied.

**DAN 122X Global Dance Practice** 1

The course extends a student's technical proficiency in a particular global dance form studied. Students who have completed Global Dance Forms may take the Practice course to enhance learning in technique, history, culture and aesthetics.

**DAN 140 Sacred Dance Group** 2

This course focuses on dance as ritual and performance. It consists of students from a variety of dance backgrounds who come together to share in dance as worship and praise.

**DAN 231 Intermediate Modern Dance: Theory and Technique** 2

This course is designed to provide students with modern dance theory and technique beyond the introductory level. The course will address the development of proficiency in the following areas: body alignment, centering, kinesthetic awareness, qualitative nuance, use of breath, focus, dynamics and projection. Studio work will address increas-

ing creativity and aesthetic understanding in dance technique.

**DAN 231X Practice in Modern Dance** 1

The course extends a student's technical proficiency in modern dance by increasing practice in the areas of body alignment, centering, kinesthetic awareness, qualitative nuance, use of breath, focus, dynamics and projection. Students who have completed Intermediate Modern Dance may take the Practice course to enhance learning in technique.

**DAN 232 Intermediate Jazz Dance: Theory and Technique** 2

The course focuses on the development beyond the basics of jazz dance technique and progresses to complex work in a variety of jazz dance styles (African, lyric, modern, musical theatre and popular). Technical proficiency will be based on the replication and composition of intricate combinations. Jazz dance will be placed within its appropriate historical and cultural contexts.

**DAN 232X Practice in Jazz Dance** 1

The course extends a student's technical proficiency in jazz dance by increasing practice in jazz dance styles and intricate combinations. Students who have completed Intermediate Jazz Dance may take the Practice course to enhance learning in technique within the appropriate historical and cultural contexts.

**DAN 233 Liturgical Dance History and Practice** 3

This course is designed to provide experience in the practice of dance as a vehicle for religious expression and ritual. The history of liturgical dance will be traced, and a rationale for the inclusion of dance in worship services will be investigated. Students will participate in the experience of dance movement as it relates to theological and spiritual themes.

**DAN 234 Intermediate Ballet Dance: Theory and Technique** 2

This course is designed to provide students with the theory and technique of ballet dance beyond the introductory level. The course moves from basic barre work to complexities of ballet performance. Ballet dance is placed within its appropriate historical and cultural contexts.

**DAN 234X Practice in Ballet Dance** 1

The course extends a student's technical proficiency in ballet by increasing practice in barre, center, and across the floor combinations. Students who have completed Intermediate Ballet may take the Practice course to enhance learning in technique within the appropriate historical and cultural contexts.

**DAN 250 Modern Dance History 3**

This course is an introduction to the study of modern dance as a reflection of the individual, society and culture. Instruction in the technique of modern dance is the focus of the movement experience. Within this framework, the historical, cultural and aesthetic contexts of 20th and 21st century modern dance are examined.

**DAN 260 Classical Ballet History 3**

This course will focus on the history of ballet in Western culture. The history, worldview and aesthetic development of ballet will be studied, beginning with its European roots and continuing to contemporary time, with special focus on American ballet. Ballet styles and specific works will be examined through theory and practice.

**DAN 310 Dance Anatomy and Kinesiology 3**

Students will develop an understanding of basic anatomic terms and principles as well as movement analysis, alignment assessment, and performance enhancement by the use of kinesiological and exercise physiology principles. Upon completion of the course, students will be able to apply the principles of movement analysis to the evaluation of dance technique of self and others. Students will be able to design a thorough and effective static and dynamic corrective and performance enhancement program for use as a performer, choreographer or educator. This course will include both lecture and laboratory sessions.

**DAN 331 Advanced Modern Dance: Theory and Technique 2**

This course is designed to provide students with the theory and technique of modern dance beyond the intermediate level. The course continues the dance student's training in the foundational elements of time, space and energy in the development of technical proficiency, improvisational exploration, composition techniques, and expressive movement performance. Specific focus is given to total body integration through the use of Bartenieff Fundamentals. The course also addresses creativity and aesthetic understanding in dance. Prerequisite: DAN 231 or demonstrated proficiency.

**DAN331X Advanced Modern Dance Practice 1**

The course extends a student's technical proficiency in modern dance by increasing practice in the principals of time, space and energy, improvisational exploration, and expressive movement performance. Students who have completed Advanced Modern Dance may take the Practice course to enhance learning in technique.

**DAN 332 Advanced Jazz Dance: Theory and Technique 2**

This course focuses on complex work in a variety of jazz dance styles. The course is intended to contribute to a jazz dance student's proficiency in technique, choreography and performance. The replication and composition of intricate jazz combinations is included in the development of such technical proficiency. Throughout the course, jazz dance will be placed within its appropriate historical and cultural contexts. Prerequisite: DAN 232 or demonstrated proficiency.

**DAN 332X Advanced Jazz Dance Practice 1**

The course extends a student's technical proficiency in modern dance by increasing practice in the principals of time, space and energy, improvisational exploration, and expressive movement performance. Students who have completed Advanced Modern Dance may take the Practice course to enhance learning in technique.

**DAN 334 Advanced Ballet Dance: Theory and Technique 2**

The course will expand the student's knowledge of classical ballet technique beyond the intermediate level. The student will participate in individual tracking of technical and artistic progress. The course will also address basic anatomical principles and creative experiences. Prerequisite: DAN 234 or demonstrated proficiency.

**DAN 334X Advanced Ballet Practice 1**

The course extends a student's technical proficiency in jazz dance by increasing practice in technique, choreography and performance. Students who have completed Advanced Jazz Dance may take the Practice course to enhance learning in technique within the appropriate historical and cultural contexts.

**DAN 340 Dance Repertory 2**

This is an ensemble course for advanced dancers who participate in the rehearsal and performance of highly technical dance works. The group learns dance repertory based on text, story, poetry and/or music. The course is designed for those who have had an extensive level of previous performance experience. Audition required.

**DAN 345 Methods and Techniques of Dance Instruction 3**

The course is designed to provide methods for the instruction of a variety of dance genres and styles. Contexts for teaching dance include K-12 public education, private school education, community center programs and dance studio classes. The course will enable students to gain theoretical and somatic knowledge in dance, as well as to provide practical classroom teaching experiences. Prerequisite: one dance technique class.



**DAN 355 Methods of Teaching Beginning and Intermediate Pointe** 3

This course is designed to provide methods for the instruction of pointe dance. The course will focus on arts intensive public high schools and dance studio populations. Students will develop theoretical and somatic knowledge of pointe dance as well as participate in practical classroom teaching experiences. Prerequisite: DAN 234 or demonstrated proficiency.

**DAN 365 Black Dance History** 3

This course is designed to generally inform students how dance has functioned and continues to function in African-American culture through theory and practice. The aesthetic transformation of dance in the history of African-American peoples will be traced, beginning with its African roots. The course will context the black experience within the broader American context.

**DAN 375 World Dance** 3

This course will focus on various dances from around the world, placing them in historical, cultural, social and aesthetic contexts through theory and practice. Students will examine cultures from Africa, Asia, Polynesia, Europe and the Americas. Historical perspectives, cultural constructs of gender, societal influences, worldview, and aesthetic meanings unique to various cultures will be studied.

**DAN 385 Dance Improvisation** 3

This course is designed to provide students with knowledge and practical application of dance improvisation in the discipline of modern dance. Focus will be on the creative process and the manipulation of the elements of time, space, and energy. The course covers both free and structured improvisation.

**DAN 386 Dance Composition** 3

This course concentrates on the theory and application of dance composition principles. Topics include choreographic design, form, style, theme, motivation, autobiography and performance. Prerequisite: DAN 131, 231, or 331.

**DAN 395 Field Experience** 1-3

The purpose of a dance field experience is to offer students the opportunity to observe and participate in real-life work experiences in the dance world. Participation must be in a setting appropriate to a student's interest in particular dance careers. Students will keep a log of hours and a journal of observations for a minimum of 40 hours per credit hour earned. Pre-requisite: permission of department chair. Graded Pass/Fail.

**DAN 410 Senior Project** 3

A course through which senior dance majors will design and execute senior projects with consistent feedback from the professor and their peers. The course will also address critical response procedures, resumés, portfolios, careers in dance, and Senior Showcase concert planning.

**DAN 495 Internship** 2-12

The purpose of a dance internship is varied and may include any or all of the following: to provide a real-life work experience, to relate theory with practice, to focus on life goals, and to seek direction for academic projects/themes. The supervising faculty member should confer with the internship supervisor at least once during the period and oversee the academic expectations as outlined by the dance program. A minimum of 40 hours on the job is required for each hour of credit. The dance program will establish guidelines for evaluation based upon the particular internship. Highly recommended for senior dance majors.

## **ECONOMIC DEVELOPMENT**

With much of the world mired in desperate poverty, economic theory and analytical approaches provide students with the tools to facilitate progress toward economic justice. Failure to understand economic principles and practices often leads to failure in the effectiveness of well-intentioned social policies. Students will learn sound economic theory, grounded in Christian ethics. Graduates will be prepared for careers in financial institutions, the private and public sectors, or to continue their studies at the graduate level.

### **THE MAJOR FOR THE B.A. IN ECONOMIC DEVELOPMENT**

The undergraduate Economic Development major is designed to prepare students for international work focused on community and economic development within developing country contexts. Students will also be able to pursue graduate work in development studies with this degree background; however, they will be strongly encouraged to secure a full-time, overseas assignment upon graduation (e.g., Peace Corps or Mennonite Central Committee). This major has no concentrations, but students are strongly advised to take a minor (or major) with the language department, anthropology, environmental studies, missions, political science or sociology.

<b>ACCT 107, 108</b>	Principles of Accounting	6
<b>ANTH 301</b>	Christianity, Anthropology and Economic Systems	3
<b>BUSA 202</b>	Principles of Marketing	3

BUSA 221	Business Statistics	3
BUSA 308	Entrepreneurship	3
ECON 203, 204	Principles of Economics	6
ECON 240	Economic Development of Developing Countries	3
ECON 330A	Economic Reasoning Seminar	3
ECON 390	International Economics and Finance	3
ECON 480	Development Studies Seminar	3
FIN 360	Business Finance	3
POS 200	Comparative Government and Politics <u>OR</u>	
POS 212	International Relations	3
SOC 372	Community Development in Developing Nations	3
<i>One of the following (this will also fulfill the Cultural Horizons Breadth Core Requirement):</i>		
HIST 353	History of the Middle East	3
HIST 354	History of Latin America	
INST 213	Heritage of India	
INST 218	Heritage of Islam	
SOC 350	Poverty, Oppression and Development in Africa	
<i>Total Credit Hours</i>		<u>48</u>

*Recommended: ECON 495: Internship (3-6 credits)  
Minor with the language department, anthropology,  
environmental studies, missions, political science or  
sociology.*

### THE MINOR IN ECONOMICS

ECON 203, 204 plus twelve additional hours in economics courses.

### COURSE DESCRIPTIONS

#### ECON 203 Principles of Economics- Introductory Macroeconomics 3

An introduction to the study of how economic forces and policies affect the working of the economy as a whole. Topics addressed include the determination of national income and output; unemployment and inflation; monetary and fiscal policies; international trade and finance.

#### ECON 204 Principles of Economics- Introductory Microeconomics 3

An introduction to the study of the economic factors that affect the behavior of consumers and business firms, with particular attention to supply and demand. The functioning of markets under alternative degrees of competition and the role of government in markets are discussed, as are poverty and the income distribution at home and abroad.

#### ECON 220 Faith and Economic Justice 3

An examination of the economics of poverty and discrimination set within a holistic, Biblical vision for empowering the poor. Alternative methods for measuring poverty, and a range of policy options for dealing with poverty and discrimination in both the U.S. and globally are covered.

#### ECON 240 Economic Development of Developing Countries 3

Course includes: theories of development and underdevelopment; problems of initiating and sustaining growth; relations between developed and underdeveloped regions; economic reform and change in the developing world; the costs and benefits of globalization. Special attention will be given to ways in which religious institutions contribute to development.

#### ECON 241 Environmental Economics 3

Economic principles underlying fundamentally new approaches to controlling pollution, making better use of scarce water supplies, stemming deforestation, and limiting climate change will be studied. The relationship between development, poverty and the environment will be examined.

#### ECON 330A Economic Reasoning Seminar 3

Beginning with a historical overview of prominent theories and approaches to development, the course analyzes specific topic areas in development studies (e.g., gender and development, sustainable development, youth and development, conflict and development, human capital formation, microfinance and empowerment, food security, HIV/AIDS and development, social capital and development, the problem of corruption) through the use of readings and case studies.

#### ECON 480 Development Studies Seminar 3

Beginning with a historical overview of prominent theories and approaches to development, the course analyzes specific topic areas in development studies (e.g., gender and development, sustainable development, youth and development, conflict and development, human capital formation, microfinance and empowerment, food security, HIV/AIDS and development, social capital and development, the problem of corruption) through the use of readings and case studies. The course concludes with a consideration of "transformational development" as an intentional, holistic methodology for identifying and developing effective development strategies. Prerequisites: ANTH 301, ECON 240, SOC 372.

#### ECON 495 Internship 3 – 6

Supervised experience and training in a private firm, government agency or financial institution, designed to demonstrate the application of the principles learned in the classroom to actual situations.



## EDUCATION

### MISSION STATEMENT

The Loeb School of Education affirms the mission statement of Eastern University with its commitment to scholarship and teaching, Scripture, the church, evangelism, justice, the world, and community. The Loeb School of Education at Eastern University seeks to develop individuals with a clear understanding of the University's mission of faith, reason, and justice so that they are capable of:

- Improving the learning of all students;
- Pursuing educational equity and justice through creative solutions;
- Modeling Christian thought and action;
- Serving public and private institutions of learning as change agents.

The School meets the needs of its students to assume positions in this society through both undergraduate and graduate programs.

**The average institutional pass rate for the last three years is 97% on the Praxis Series Professional Assessment for Beginning Teachers.**

**THE PROGRAMS:** The department offers a program of study to qualified students who desire to be certified as teachers. The student who wishes certification is responsible for completing the approved course of study and must be recommended by the Education Department to the Pennsylvania Department of Education. This recommendation will be based upon the student's adherence to the standards of conduct of Eastern University, as well as upon the student's successful completion of academic requirements. The Commonwealth of Pennsylvania also requires evidence of passing scores on The Praxis tests before granting a certificate.

Areas of certification at Eastern University include: Elementary Education (K-6), Elementary Education with Early Childhood (N-3), Elementary Education (K-6) with Special Education (K-12), Teaching English as a Second Language (K-12), Foreign Language (K-12, French, Spanish), Music (K-12), Elementary and Secondary Principal, School Nurse (N-12), Reading Specialist (K-12), Single Area Supervisor (K-12), Supervisor of Special Education (K-12), Superintendent, and Secondary Education (7-12) in Biology, Chemistry, Citizenship Education, English, English with Communications, Health and Physical Education (K-12), Mathematics, and Social Studies.

### FORMAL APPLICATION TO THE EDUCATION DEPARTMENT

Students who wish to enter the department need to fill out a Major Declaration card (available at the Registrar's Office). Those who intend to be certified in the secondary education major must

also major in an academic subject certifiable by Eastern University (Biology, Chemistry, Communication, English, French, History, Math, Political Science, Spanish, and Arts). Admission to the department does not guarantee acceptance in the certification track.

### FORMAL APPLICATION TO THE CERTIFICATION TRACK

Students who wish to be certified in their major must formally apply for and be admitted to the certification track in their major after they are admitted to the department. To be admitted to the certification track, students must show evidence of:

- Successful completion of 2 English courses (1 writing and 1 literature)
- Successful completion of 2 math courses (MATH220 Statistics is required for those who plan to pursue five-year combined B.S./Master's in Multicultural Education)
- Completion of forty-eight (48) undergraduate credits.
- Passing scores on the Pre-professional Praxis tests in Reading, Writing, and Mathematics (we suggest these be taken in the first or second year of college)
- Required cumulative GPA: 3.0 or above

Students must submit to the department a certification track application (available at the department) signed by their academic advisor and the Education Department Chair no later than a full-semester prior to their intended student teaching semester.

Acceptance for the professional semester is not automatic upon admission to the certification track. An application process must be completed, as specified in the *Education Department Handbook*, a semester prior to the intended student teaching semester. Those who are admitted to the certification track must complete a B.A./B.S. degree, maintain the 3.0 GPA, successfully complete Professional Praxis tests in their major subject, and successfully complete student teaching before they are certified in Pennsylvania. Professional Praxis tests must be completed prior to student teaching.

**Mandatory Clearances for Observations:** Students enrolled in a class requiring observing or working with students in any way, must request the following at least 60 days before expecting to observe to allow ample time to process the application. Clearances are valid for one year.

- Act 34 State Criminal History Clearance
- Act 151 Child Abuse clearance
- Act 114 FBI Criminal History Clearance  
Go to [www.umasd.org/Employment/StudentTeaching](http://www.umasd.org/Employment/StudentTeaching) to find forms and procedures.
- TB Test done within the last 9 months.

## GRADUATES OF OTHER COLLEGES

Graduates of other colleges who wish to apply for certification must submit an application and an official undergraduate transcript to the Graduate Admissions Office. Transcripts will be reviewed for the requirements of two (2) math and two (2) English courses, one literature and one writing, and for the specific requirements of the certificate for which the student wishes to apply.

Students who wish only certification must take a minimum of six (6) credits at Eastern University before student teaching.

## THE MAJOR IN ELEMENTARY EDUCATION

Students desiring to teach nursery to elementary students may select this major. They may also pursue certification in elementary, early childhood, ESL (teaching English as a Second Language) and Special Education. This major includes all of the requirements below. This major allows students to do student teaching and practicum as part of the graduate program if they are formally admitted to the graduate program. See also Five-Year B.S./M.Ed. listing.

*NOTE: The Bachelor of Science does not require foreign language courses, although all future teachers are encouraged to study at least one other language and culture.*

### Required Courses:

EDU 200*	Social and Philosophical Foundations of Modern Education	3
EDU 201*	Introduction to Special Education	3
EDU 207	Child, Adolescent and Educational Development	3
EDU 250*	Field Experience: Elementary	3
EDU 300	Arts Integration in the Classroom	3
EDU 371	Teaching Math, Science and Health	3
EDU 372	Teaching Language Arts and Social Studies	3
EDU 382	Methods of Classroom Management	3
EDU 400	Early Literacy Foundation	3
EDU 401	Literacy Foundations for Intermediate Grades	3
EDU 417	Multicultural Education	3
	<i>Subtotal Credit Hours:</i>	<u>33</u>

*\*At least 20 hours of urban observation required that can occur in any of these three courses (see Education Department for tracking form).*

## AUGMENTED CORE REQUIREMENTS FOR ELEMENTARY MAJOR

Elementary Education majors must fulfill the core curriculum requirements with the following additions or specifications:

## Humanities

HIS 201 or 202	American History	3
ENG	Literature elective	3
	<i>Subtotal Credit Hours:</i>	<u>6</u>

## Social Sciences

GEOG 201	World Geography <i>or</i>	
ANTH 201	People in Places	3
POS 103 or 104	American or State/Local Government	3
	<i>Subtotal Credit Hours:</i>	<u>6</u>

## Natural Science

BIO 205	General Biology, Elementary Education Emphasis	4
PHYS 205	Physical Science for Elementary Teachers <i>or</i>	3
CHE 111, 113	Applied Chemistry <i>or</i>	4
PHYS 111	The Solar System	4
MATH	two courses	3, 3
	<i>Subtotal Credit Hours:</i>	<u>13-14</u>

## CERTIFICATION TRACK

Students who are formally admitted to the certification track and graduating after May 2010 are required to complete the following courses (See Additional Areas of Certification and requirements on page 123):

EDU 303	Education and Assessment of Exceptional Students	3
EDU 405	Classroom Procedures and Teaching Techniques for Multi-handicapped	3
EDU 410	Student Teaching	12
EDU 412	Teaching English as a Second Language	3
EDU 420	Practicum	3
	<i>Subtotal Credit Hours:</i>	<u>24</u>

Students who desire to combine the certification in Elementary Education with Early Childhood Education, ESL or Special Education must complete additional courses listed in the Early Childhood, ESL or Special Education concentration and split student teaching hours between elementary and the other certification area. Students who complete Early Childhood and/or Special Education requirements and Professional Praxis tests in these subjects will receive certification in Elementary and Early Childhood, and/or Special Education. Students who complete ESL requirements will receive certification in both elementary and ESL.

## AREAS OF CONCENTRATION (REQUIRED)

This is a focus of 15 or more credits in a certifiable academic area as defined by the State of Pennsylvania. The purpose of the Area of Concentration is for elementary education students to pass the Middle School Praxis test in an area in which they can be certified.

### Biology

<b>BIO 205</b>	General Biology, Elementary Education Emphasis	4
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Choose 3 of 5: (Note: if BIO 205 is not needed as a prerequisite, choose 4 of 5)

<b>BIO 151</b>	General Biology I	4
<b>BIO 152</b>	General Biology II	4
<b>BIO 233</b>	Human Physiology and Anatomy I	4
<b>BIO 234</b>	Human Physiology and Anatomy II	4
<b>BIO 295</b>	Natural History of Spring <i>Offered at the Au Sable Institute of Environmental Studies, Michigan, May Term</i>	4

### Chemistry

<b>CHE 111, 113</b>	Applied Chemistry and Lab	3,1
<b>CHE 112, 114</b>	Introductory Organic and Biochemistry and Lab	3, 1
<b>CHE 115</b>	Hands-on Chemistry for Children	3
<b>CHE 121,123</b>	General Chemistry I and Lab	4
<b>CHE 122,124</b>	General Chemistry II and Lab <i>or</i> Introductory to Organic and Biochemistry and Lab	4

### Environmental Education

<b>BIO 103</b>	Earthkeeping	4
<b>BIO 309</b>	Ecology	4
<b>CHE 111, 113</b>	Applied Chemistry and Lab	4

Choose ONE course from:

<b>BIO 290</b>	Tropical Biology <i>Offered odd-numbered spring semesters, with sign-up early in even-numbered falls, on a first-come, first serve basis; requires approx. \$1,000 travel expense. Approved field biology course from Au Sable Institute of Environmental Studies</i>	4
	<i>Offered May term, Summer I or Summer II</i>	
	Approved science course from Creation Care Study Program <i>Offered in Belize or New Zealand, fall or spring semesters</i>	4

### General Science

<b>BIO 205</b>	General Biology, Elementary Education Emphasis	4
<b>CHE 115</b>	Hands-On Chemistry for Children	3
<b>PHYS 205</b>	Physical Science for Elementary Teachers	3

Choose 2 of the following:

<b>BIO 295</b>	Natural History of Spring, Au Sable May term <i>or</i> approved science course from Creation Care Study Program, Belize or New Zealand	4
<b>CHE 111, 113</b>	Applied Chemistry and Lab	4
<b>PHYS 111</b>	The Solar System	4

### Social Studies

<b>HIS 201, 202</b>	U.S. History	3
<b>POS 103</b>	American Government	3
<b>SOC 100</b>	Introduction to Sociology <i>or</i>	
<b>ANTH 101</b>	Introduction to Anthropology	3
<b>INST 160 or 161</b>	Heritage of Western Civilization	3

### Math

<b>MATH 103</b>	Mathematical Ideas	3
<b>MATH 212</b>	Calculus I	3
<b>MATH 220</b>	Statistics	3
<b>MATH 240</b>	Discrete Mathematics	3

Choose:

<b>CSC 150</b>	Problem Solving with Computers <i>or</i>	
<b>CSC 200</b>	Introduction to Computer Programming <i>or</i>	3

### English

For English Literature, choose from these courses:

<b>ENG 205, 206</b>	Survey of British Literature	6
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One genre course:

<b>ENG 207</b>	Studies in Drama	3
<b>ENG 208</b>	Studies in Poetry	3
<b>ENG 210</b>	The Literature of Women	3
<b>ENG 220</b>	Studies in the Novel and Short Fiction	3
<b>ENG 225</b>	Post-Colonial Women's Novels	3
<b>ENG 301 or 302</b>	American Literature	3
<b>ENG 312</b>	Shakespeare	3

For English Writing, choose three from the following writing courses:

<b>ENG 340</b>	Advanced Writing: Essay	3
<b>ENG 341</b>	Advanced Writing: Poetry	3

ENG 342	Advanced Writing: Drama	3
ENG 343	Advanced Writing: Autobiography and Biography	3
ENG 344	Advanced Writing: Short Fiction	3
ENG 345	Advanced Writing: Journalism	3

Choose two of the following:

ENG 207	Studies in Drama	3
ENG 208	Studies in Poetry	3
ENG 210	The Literature of Women	3
ENG 220	Studies in the Novel and Short Fiction	3
ENG 225	Post-Colonial Women's Novels	3

### Foreign Language-French

FRE 201, 202	Intermediate French	
FRE 301, 302	Conversation and Composition	
FRE 405	Francophone Literature	

### Foreign Language-Spanish

SPA 201, 202	Intermediate Spanish	
SPA 301, 302	Conversation and Composition	
SPA 401 <i>or</i>	Spanish Culture/Civilization	
SPA 402	Latin American Culture/Civilization	

### Reading

*Elementary Requirements plus*

EDU 370	Literature for Children and Adolescents	3
EDU 402	Reading and Learning Differences	3
EDU 403	Reading Strategies for Middle and Secondary Content Areas	3

### ADDITIONAL AREAS OF CERTIFICATION

Admission to the University does not guarantee acceptance by the Education Department or to the Certification Track. Formal admission to the department or to the Certification Track is by application and interview. Student teaching and practicum is also available as part of the five-year B.S./M.Ed. program for those who are formally admitted to the graduate program.

### EARLY CHILDHOOD CERTIFICATION

*Elementary Requirements plus*

EDU 250	Field Experience	3
EDU 328	Early Childhood Education: Principles and Practices	3
EDU 329	Early Childhood Education: Curriculum and Assessment	3
EDU 383	Early Intervention in Inclusive Settings	3

### TEACHING ENGLISH AS A SECOND LANGUAGE CERTIFICATION

*Elementary or Secondary Requirements plus*

EDU 250	Field Experience: ESL	3
LAN 310	Linguistics	3
EDU 412	Teaching English as a Second Language	3
EDU 413	Theories of Second Language Acquisition	3
EDU 417	Multicultural Education	3
	<i>Subtotal Credit Hours</i>	<u>15</u>

### SPECIAL EDUCATION CERTIFICATION

*Elementary Requirements plus:*

EDU 250	Field Experience: Special Education	3
EDU 303	Education and Assessment of Exceptional Students	3
EDU 383	Early Intervention in Inclusive Settings	3
EDU 402	Reading and Learning Differences	3
EDU 405	Classroom Procedures and Teaching Techniques for the Multihandicapped	3
MATH 220	Statistics	3
	<i>Subtotal Credit Hours:</i>	<u>18</u>

### SECONDARY EDUCATION CERTIFICATION

Students elect a major in an academic area certifiable by Eastern University. The degree which they receive (B.A. or B.S.) will be determined by their academic major. The B.A. requires two semester of language, while the B.S. does not require language study.

*Required Education Courses:*

EDU 200*	Social and Philosophical Foundations of Modern Education	3
EDU 201*	Introduction to Special Education	3
EDU 207	Child, Adolescent and Educational Development	3
EDU 250*	Field Experience: Middle School/ Secondary	3
EDU 382	Methods of Classroom Management	3
EDU 403	Reading Strategies for Middle and Secondary Content Areas	3
EDU 409	Seminar for Secondary Education <i>or</i>	
LAN 350	Teaching of Modern Languages and ESL ( <i>for language majors</i> ) <i>or</i>	
MATH 410	Teaching of Mathematics- Secondary Level ( <i>for math majors</i> )	3
	<i>Subtotal Credit Hours:</i>	<u>21</u>

\*At least 20 hours of urban observation required that can occur in any of these three courses (see Education Department for tracking form).

*Recommended Electives:*

	First Aid and CPR certificates	
EDU 417	Multicultural Education (required for the five-year B.A. or B.S./M.Ed. program)	
ENG 250, 251	Writing Assistant Training Seminar, Internship	

Areas of certification include: Biology, Chemistry, English-Communications, English, French, Mathematics, Citizenship Education, and Social Studies. Students who are formally admitted to the certification track and graduating after May 2010 are required to complete the following courses:

EDU 303	Education and Assessment of Exceptional Students	3
EDU 405	Classroom Procedures and Teaching Techniques for Multi-handicapped	3
EDU 410	Student Teaching (in the certification area)	12
EDU 412	Teaching English as a Second Language	3
EDU 420	Practicum	3
	<i>Total Credit Hours:</i>	<u>24</u>

**Biology, Chemistry**

Students desiring secondary certification in biology or chemistry should complete the Secondary Education courses and the academic major requirements as listed in this catalog with the additional courses:

Biology		
PHYS		4
MATH		3
	<i>Subtotal Credit Hours:</i>	<u>7</u>

Chemistry (take the following as your Chemistry electives)

CHE 115	Hands-On Chemistry for Children	3
CHE 304	Chemistry Laboratory Management	1
CHE 320, 322	Biochemistry I and Lab	3, 1
	<i>Subtotal Credit Hours:</i>	<u>8</u>

**Citizenship Education**

Students desiring secondary certification in Citizenship Education should complete the Secondary Education courses and the academic requirements in the History or Political Science major with the additional courses listed below. Students with this certification will be able to teach history, geography, civics, government, and economics on the secondary level.

ANTH 201	People in Places <i>or</i>	
GEOG 201	World Geography	3
ECON 203	Macroeconomics <i>or</i>	
ECON 204	Microeconomics	3

HIS 201 or 202	History of the United States ( <i>history major</i> )	3
POS 103	American Government <i>or</i>	
POS 104	State and Local Government	3
	<i>Subtotal Credit Hours:</i>	<u>12</u>

**English, English-Communications**

Students who wish to be certified in English or English with Communications must add the following courses to their academic major, along with the Secondary Education courses:

**Communications Major**

COM 220	The Art of Media <i>or</i>	
COM 322	Images in Media	3
ENG 203 <i>or</i> 204	European Literature	3
ENG 205	British Literature	3, 3
ENG 207	Studies in Drama	3
ENG 250	Writing Assistant Training Seminar	3
ENG 301, 302	American Literature 1 additional advanced writing course	3, 3 3
LAN 310	Introduction to Linguistics	3
THR 150	Performance Production I	1
THR 250	Performance Production II	2
	<i>Total Credit Hours:</i>	<u>33</u>

*Recommended:*

EDU 370	Literature for Children and Adolescents	
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**English (Literature) Major**

COM 220	The Art of Media <i>or</i>	
COM 322	Images in Media	3
EDU 370	Literature for Children and Adolescents	3
LAN 310	Introduction to Linguistics	3
	<i>Total Credit Hours:</i>	<u>9</u>

*Recommended:*

ENG 250	Writing Assistant Training Seminar	
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**English Writing Major**

COM 220	The Art of Media <i>or</i>	
COM 322	Images in Media	3
EDU 370	Literature for Children and Adolescents	3
ENG 205, 206	British Literature	3, 3
LAN 310	Introduction to Linguistics	3
	<i>Total Credit Hours:</i>	<u>15</u>

*Recommended:*

ENG 250	Writing Assistant Training Seminar	
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## Mathematics

Students desiring secondary certification in Mathematics should complete the Secondary Education courses and the academic major requirements as listed in this catalog with the additional courses:

MATH 402	History of Mathematics*	3
MATH 407	Geometry*	3
MATH 410	Teaching of Mathematics – Secondary Level	3
<i>Subtotal Credit Hours:</i>		<u>9</u>

\*Mathematics major elective courses

## Social Studies

A student may be certified to teach social studies (psychology and sociology in addition to all citizenship courses) with a major in history by completing the Secondary Education courses and the History major requirements as listed in this catalog with the following courses:

ANTH 201	People in Places <i>or</i>	
GEOG 201	Geography	3
ECON 203	Macroeconomics <i>or</i>	
ECON 204	Microeconomics	3
POS 103	American Government <i>or</i>	
POS 104	State and Local Government	3
PSY 100	General Psychology	3
SOC 100	Introduction to Sociology	3
<i>Subtotal Credit Hours:</i>		<u>15</u>

## BI-LINGUAL CERTIFICATION

### Elementary Education Certification

Students must declare a major in elementary education and follow requirements for elementary education and Foreign Language area of concentration. During the professional semester, students will complete student teaching in a bi-lingual elementary school.

*Required:*

LAN 350	The Teaching of Modern Languages and ESL	3
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### Dual Certification

(Elementary Education and Language Certification, K-12): Students must double major in elementary education and Spanish or French language and follow requirements in both majors.

*Required:*

LAN 350	The Teaching of Modern Languages and ESL	3
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## Professional Semester

EDU 303	Education and Assessment of Exceptional Students	3
EDU 405	Classroom Procedures and Teaching Techniques for Multi-handicapped	3
EDU 410	Student Teaching (elementary and secondary levels) includes teaching English to Spanish speakers or Spanish/French on all levels.	12
EDU 412	Teaching English as a Second Language	3
EDU 420	Practicum	3
<i>Total Credit Hours:</i>		<u>24</u>

## Language Certification (K-12)

Certification to teach foreign language (K-12) requires a foreign language major. Students must declare the major and complete the requirements listed below. See Languages in this catalog. Consult with the head of the language department.

*Required Courses:*

ANTH 101	Introduction to Cultural Anthropology <i>or</i>	
EDU 417	Multicultural Education*	3
EDU 200	Social and Philosophical Foundations of Modern Education	3
EDU 201	Introduction to Special Education	3
EDU 207	Child, Adolescent and Educational Development	3
EDU 250	Field Experience	3
EDU 403	Reading Strategies for Middle and Secondary Content Areas	3
LAN 350	The Teaching of Modern Languages and ESL	3
<i>Subtotal Credit Hours:</i>		<u>21</u>

\*Required for the five-year B.A./M.Ed. program.

## Professional Semester

EDU 303	Education and Assessment of Exceptional Students	3
EDU 405	Classroom Procedures and Teaching Techniques for Multi-handicapped	3
EDU 410	Student Teaching (elementary and secondary levels) includes teaching English to Spanish speakers or Spanish/French on all levels.	12
EDU 412	Teaching English as a Second Language	3
EDU 420	Practicum	3
<i>Total Credit Hours:</i>		<u>24</u>

*Recommended:*

First Aid and CPR certificate



## FIVE-YEAR COMBINED B.S./M.Ed. IN MULTICULTURAL EDUCATION

This program is designed for Eastern undergraduate students who are in either teaching certification or non-certification programs. To apply for this program, students must have a bachelor's degree and a 3.0 grade-point average. All graduate application procedures must be complete before an admissions decision will be made. The initial registration for the graduate year is processed through the Graduate Admissions Office.

### Teaching Certification Track

This track is designed for those who wish to complete their secondary or elementary teaching certification program in the graduate year while earning a Master's degree in Multicultural Education. Student must pass the Praxis Series PPST I tests—reading, writing, and mathematics—and PPST II tests in specialty area and complete undergraduate course work in the following program before entering this track:

#### Secondary

Complete undergraduate major in academic area of certification plus all required courses for the major in Secondary Education, except EDU 410, Student Teaching and EDU 420, Practicum.

#### Elementary

Complete major in Elementary Education without EDU 410, Student Teaching and EDU 420, Practicum.

### FOUNDATION COURSES

Students seeking Pennsylvania teaching certification should complete the following foundation courses with grades of "C-" or better: English literature, English writing, statistics, mathematics

*Graduate Year (30 Credits)*

(Prerequisites: EDU 200, 412, 417, Statistics)

*Core Requirements (15 credits)*

<b>EDU 535</b>	Urban Education	3
<b>EDU 545</b>	Education in a Global Context	3
<b>EDU 606</b>	Multicultural Literacy and Curriculum	3
<b>EDU 617</b>	Advanced Seminar in Multicultural Education	3
<b>EDU 635</b>	Research Design	3

*Certificate Requirements (9 credits)*

<b>EDU 610</b>	Student Teaching	6
<b>EDU 620</b>	Practicum	3

*Electives* 6

### Non-certification ESL Track

This track is designed for those who are not in teaching certification programs but are interested in teaching English as a second language in non-public school settings. Students will complete course work in ESL instruction while earning the Master's degree in Multicultural Education.

*Graduate Year (30 credits)*

*Core Requirements (15 credits)*

<b>EDU 512</b>	Teaching English as a Second Language <i>or</i>	
<b>EDU 513</b>	ESL/Teaching Foreign Language	3
<b>EDU 535</b>	Urban Education	3
<b>EDU 545</b>	Education in a Global Context	3
<b>EDU 606</b>	Multicultural Literacy and Literature	3
<b>EDU 635</b>	Research Design	3

*ESL Requirements (9-15 credits)*

<b>EDU 514</b>	Theories of Second Language Acquisition	3
<b>EDU 517</b>	Multicultural Education (if EDU 417 is not met)	3
<b>EDU 601</b>	Literacy Foundations for Intermediate Grades	3
<b>EDU 640</b>	Thesis/Project <i>or</i>	
<b>EDU 650</b>	Internship in ESL (Note: to be taken at the end of the program to culminate learning)	3
<b>LAN 510</b>	Linguistics (if LAN 310 is not met)	3

*Electives* 0-6

### COURSE DESCRIPTIONS

#### EDU 200 Social and Philosophical Foundations of Modern Education 3

This course looks at the social foundations of education in American life, the historical foundations of American educational philosophies, and current tension points in American education. Two hours of observation weekly in a school classroom are required for this course.

#### EDU 201 Introduction to Special Education 3

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



required. Prerequisites: Minimum grade of C in EDU 200 or permission of instructor.

**EDU 207 Child, Adolescent and Educational Development** 3

This course provides a study of individual development from childhood to young adulthood and investigates the implications of physical, cognitive and psychological development in educational settings. Major developmental and psychological theories and research relevant to teaching and learning are explored. Content areas include child and adolescent growth and development, conflicts and issues associated with different developmental levels, learning and cognition, approaches to instruction, cultural and socioeconomic diversity, motivation and evaluation and assessment of student learning. The emphasis will be on the practical relevance of this material for the elementary and secondary educational settings.

**EDU 231 Computers in the Classroom** 3

A course designed to acquaint the teacher with the uses of computers in modern classrooms. Topics include: word processing, grade books, data bases, LOGO, and evaluations of educational software. A hands-on course based in the computer lab. Prerequisite: computer literacy or permission of instructor.

**EDU 235 Urban Education** 3

This survey course examines major issues in urban education from historical, political, economic, and social perspectives. Students are exposed to the enduring concerns affecting urban communities and schools, explore contemporary challenges to educational equity, and discuss the special needs of urban educators and students.

**EDU 250 Field Experience** 3

A full-time field experience in a school requiring a minimum of 90 hours as a teacher's aide. The student must keep and submit a log of the experience. May be done in the following settings: early childhood, elementary, middle-school/secondary, Christian school or special education. A combination of settings may be approved by Education Department. Minimum grade of C in EDU 200 (for all majors) and in EDU 201 and EDU 250 in Special Education (for Special Ed. majors) Social and Philosophical Foundations of Education. Field Experience in Special Education Prerequisite: Minimum grade of C in EDU 201.

**EDU 300 Arts Integration in the Classroom** 3

The course investigates creative process within the educational framework. Primary focus is given to concepts of multiple intelligences theory,

multicultural literature, and integrated arts curricula. Both theory and practice are included in this experiential class.

**EDU 303 Education and Assessment of Exceptional Students** 3

This course is designed to present traditional procedures employed in the referral, screening, assessment, identification, and placement of exceptional children. Also included is the development of Individual Education Plans (IEPs) to insure appropriate educational programming. Emphasis will be placed on socially and emotionally maladjusted persons and methods of developing their positive self-concept. Students will have the opportunity to examine and administer formal and informal assessments and develop an IEP. Alternative assessment techniques will also be explored. A field placement of two hours per week is required for this course. Prerequisite: Minimum grade of C in EDU 201 or permission of instructor.

**EDU 304 Music for Children** 2

A workshop approach to music methods and materials for children is used. The course includes how to use music creatively and basic music elements and notation.

**EDU 328 Early Childhood Education: Principles and Procedures** 3

Discussion of current theories of early childhood education including Montessori method, Piaget approach, Progressive Movement, Behavioral Approach. Models of preschool programs described: Infant Programs, Day Care, Head Start/Home Start, Parent/Child Centers, Programs for the Handicapped, etc. Two hours field work per week are required in varied preschool settings.

**EDU 329 Early Childhood Education: Curriculum and Assessment** 3

Emphasis on creating an environment conducive to early learning with reference to major early childhood program models and related classroom materials. Methods of assessment will be discussed and utilized with preschool children and programs. Two hours of field work per week are required.

**EDU 340 Teaching in the Christian School** 3

A study of the philosophy of the Christian school movement and the integration of faith and learning for such institutions. The implementation of Bible studies into everyday life through drama, discussion, flannelgraphs, art, music, choral renditions, puppetry, role playing and identification will be explored.

**EDU 370 Literature for Children and Adolescents 3**

An introduction to important juvenile books and their use in meeting the needs of young readers. Course includes principles of selection and important sources of information about preschool through adolescent literature.

**EDU 371 Teaching Math, Science and Health 3**

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

**EDU 372 Teaching Language Arts and Social Studies 3**

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

**EDU 380 Communication Arts for Children 3**

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

**EDU 381 Methods of Nonverbal Communication 3**

This course provides the pre-service teacher with an overview of alternative augmentative communication systems, such as signing, language boards, gestures, computers, adaptive devices. Assessment, interventions and related services and psycho-social issues will be examined. A 20-hour observation in an approved setting is required.

**EDU 382 Methods of Classroom Management 3**

Course provides practical classroom management techniques for pre-service teachers. Various strategies and specific interventions from strategies will be examined. Therapeutic and preventive measures are dealt with as they pertain to the classroom. A 20-hour observation/field placement in an approved setting is required.

**EDU 383 Early Intervention in Inclusive Settings 3**

Course presents practical and useful procedures for working with special needs infants and young children and their families. Emphasis is placed on social, cognitive and sensory motor development and appropriate service delivery as required by major legislation mandates. Field observation of at least 2 hours per week (20 hours total) in an approved classroom or agency is required. This

may be completed in conjunction with any education methods or special education course. Prerequisite: Minimum grade of C in EDU 201.

**EDU 400 Literacy Foundations for Primary Grades 3**

Literacy Foundations for Primary Grades foundational literacy course will focus on beginning reading and the interrelated language arts. Emphasis will be given to the cognitive/constructivist perspective of reading that addresses reading and writing as processes of constructing meaning. Students will examine the developmental stages of reading, writing and spelling as well as the four systems of language. Students will learn integrative instructional strategies to teach phonemic awareness, linguistic patterns, phonics, comprehension, vocabulary, fluency, as well as using technology to enhance instruction and curriculum-based assessment. The scope of the course covers a historical perspective, reading theory, curriculum-based instruction and instructional alignment with state standards and the PA Literacy Framework. Appropriate current research literature will also be investigated. Students will tutor a child (grades K-3) for a minimum of 10 hours during the semester.

**EDU 401 Literacy Foundations for Intermediate Grades 3**

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

**EDU 402 Reading and Learning Differences 3**

The student will be guided in writing an Individual Educational Plan (IEP), diagnostic with remediation procedures, for student (s) with severe learning disabilities related to literacy. Students will demonstrate understanding of the components and procedures adopted by PSSA. Focus will be given to the physiological, psychological, sociological, neurological and educational factors contributing to literacy acquisition and cautions about labeling children and youth. Students will explore various theories, research findings and

diagnostic procedures along with portfolio assessment. A resource file will be developed for future use. The student is expected to conduct reading assessments and write a case study on one youngster including an IEP. Prerequisites: EDU 400, 401

**EDU 403 Reading Strategies for Middle and Secondary Content Areas** 3

A course in developmental reading for reading specialists, middle level and secondary education majors that meets state standards for certification in a content area. Focuses on expository reading development in content areas such as language arts, mathematics, science, social studies and music, as well as the use of literature to supplement content texts. Emphasizes the reading process and effective teaching practices that aid students' comprehension, vocabulary, critical thinking, studying and writing. Reviews current research. Students will create a portfolio of reading strategies that may be employed before, during or after reading a middle level or secondary level content area textbook.

**EDU 405 Classroom Procedures and Teaching Techniques for Multi-Handicapped** 3

A hands-on experience in techniques for teaching the multiple handicapped and severely retarded. Specialized techniques will include: behavior management, task analysis, use of adaptive equipment and prosthetic devices, prompting and cueing, augmentative communication systems. A field placement of two hours per week is required. Prerequisite: Minimum grade of C in EDU 201 or permission of instructor.

**EDU 409 Seminar in Secondary Education** 3

A comprehensive approach to methods and materials appropriate for teaching adolescents. This will include field experiences with the major academic area in the middle/secondary schools. Prerequisites: Minimum grade of C in EDU 250 or permission of instructor.

**EDU 410 Student Teaching** 12

Observation and teaching in an approved classroom with guidance and evaluation. At least 12 weeks of full-time student participation is required. Students must apply for student teaching at least one year in advance. The Teacher Education Committee will review all applications and make recommendations for student teaching. Lab fee.

**EDU 412 Teaching English as a Second Language** 3

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

**EDU 413 Theories of Second Language Acquisition** 3

This course reviews the theories and research that attempt to explain how the acquisition of the second language takes place, the developmental sequences of learning a second language and how learner characteristics influence the process. The course will also explore the practical implications of these findings to classroom teaching.

**EDU 415 Art for the Teacher** 3

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

**EDU 417 Multicultural Education** 3

In this interactive course, students will examine various social science perspectives on multiculturalism and apply theories and principles to educational practices. Students are expected to develop an in-depth understanding of multiculturalism at an individual and a societal level; to examine critical issues in multicultural education; to enhance sensitivity toward children from diverse backgrounds; and to integrate their knowledge and sensitivity into applicable instructional plans. Students will explore their own multicultural past via the cultural autobiography method, write critical responses to reading assignments and produce a creative project to be implemented in instructional settings. Experiential learning, reflection and dialogue are integral strategies of instruction. This course is recommended for juniors and seniors and a prerequisite for the five-year B.A. or B.S./M.Ed. in Multicultural Education.

**EDU 420 Practicum** 3

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

**ENGLISH**

The English Department offers three concentrations within the English major: Literature, Writing and Journalism.

**ENGLISH LITERATURE CONCENTRATION**

ENG 205, 206	Survey of British Literature	6
ENG 301, 302	American Literature	6
ENG 312	Shakespeare	3
ENG 422	Research Seminar	3
ENG	FOUR 300 and 400-level English Literature electives ( <i>only one 330 course permitted</i> )	12
	<i>Subtotal Credit Hours:</i>	<u>30</u>

Choose <i>TWO</i> genre courses:	6
ENG 207	Studies in Drama
ENG 208	Studies in Poetry
ENG 220	Studies in the Novel and Short Fiction
ENG 225	Post-Colonial Women's Novels
<i>Subtotal Credit Hours:</i>	
	6
<i>Total Credit Hours:</i>	
	36

*Recommended:*

ENG 203, 204	Masterpieces of European Literature
ENG 310	Critical Theory
LAN 310	Introduction to Linguistics
HIS 333	Medieval and Renaissance England
HIS 334	Great Britain Since 1603

**ENGLISH WRITING CONCENTRATION**

ENG 423	Writing Seminar	3
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Choose *FOUR* from the following: 12

ENG 250	Writing Assistant Training Seminar
ENG 340	Advanced Writing: Essay
ENG 341	Advanced Writing: Poetry
ENG 342	Advanced Writing: Drama
ENG 343	Advanced Writing: Autobiography and Biography
ENG 344	Advanced Writing: Short Fiction
ENG 345	Advanced Writing: Journalism
ENG 495	Internship
<i>Subtotal Credit Hours:</i>	
	15

*English Literature courses:*

ENG 312	Shakespeare	3
ENG	TWO English Literature electives	6

Choose *TWO* genre courses: 6

ENG 207	Studies in Drama
ENG 208	Studies in Poetry
ENG 220	Studies in the Novel and Short Fiction
ENG 225	Post-Colonial Women's Novels

Choose *ONE* Modern Period course: 3

ENG 302	American Literature
ENG 415	Twentieth Century British Literature

*Communications course (choose ONE):* 3

COM 105	Introduction to Mass Media
COM 220	Art of the Film
COM 240	Persuasion and Debate
COM 260	Communicating Across Cultures
COM 322	Images in Media Communication
COM 325	Advertising
<i>Total Credit Hours:</i>	
	36

*Recommended:*

ENG 200	Applied Journalism
ENG 240	College Newspaper Practicum
ENG 310	Critical Theory
LAN 310	Introduction to Linguistics

**JOURNALISM CONCENTRATION**

*English Writing courses:*

ENG 200	Applied Journalism	3
ENG 240	College Newspaper Practicum	6
ENG 340	Advanced Writing: Essay	3
ENG 345	Advanced Writing: Journalism	3
ENG 495	Internship	3
<i>Subtotal Credit Hours:</i>		
	18	

*English Literature courses:*

ENG 312	Shakespeare	3
ENG 302	American Literature	3
<i>Subtotal Credit Hours</i>		
	6	

*Communications courses:*

COM 105	Introduction to Mass Media	3
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Choose *THREE* Communication Studies courses:

COM 221	Public Relations <i>or</i>	
COM 325	Advertising Communication	3
COM 222	Analysis of Argument/Discourse <i>or</i>	
COM 255	Communication and Technology	3
COM 322	Images in Media: Gender, Race, Religion, and Culture <i>or</i>	
COM 370	Political Communication	3
<i>Subtotal Credit Hours</i>		
	12	
<i>Total Credit Hours</i>		
	36	

*Recommended:*

INFO 100	Web Development Fundamentals	3
FA 130B	Photography	3
FA 130C	Introductory Computer Graphics	3
MATH 220	Statistics for the Social and Behavior Sciences	3
POS 103	American Government	3
POS 104	State and Local Government	3
POS 380	American Political Thought	3

**THE ENGLISH MINOR: LITERATURE**

Eighteen hours from literature. One course from ENG 330, COM 105 or 220 may be used.

**THE ENGLISH MINOR: WRITING**

Four courses from ENG 250, 340, 341, 342, 343, 344, 345, 495 and six credits of English Literature courses. One course from COM 105, 220, or 322 may be used.

## COURSE DESCRIPTIONS

### ENG 90 Reading Improvement 2

Group instruction and individual exercise to develop speed and comprehension and vocabulary skills. Does not meet core curriculum requirements.

### ENG 91 Fundamentals of Writing 3

A course designed for students to gain proficiency in writing. Work will include instruction in grammar and in the basic elements of style. Entering students whose scholastic records indicate that they need additional practice in writing are required to take ENG 91.

*NOTE: Students taking ENG 91 must take ENG 103 the following semester in order to receive credit for both courses. Both courses should be taken during the first year. English 91 does not satisfy the core curriculum requirements and must be passed with a grade of C- or better before the student enrolls in ENG 103.*

### ENG 102 College Writing 3

A course in analytical writing designed for all students. Work will include discussion of the writing process, practice in writing expository prose, and the execution of a research paper.

### ENG 103 Skills for College Writing 3

A second course in the writing sequence for first-year students who gained proficiency in grammar and style in ENG 091. Work will include discussion of the writing process, practice in writing expository prose, and the execution of a research paper. Prerequisite: ENG 091 with a grade of C- or better.

### ENG 200 Applied Journalism 3

An introductory course teaching the basics of news and feature writing as well as current trends in convergent journalism, including training in news gathering and ethics. Story assignments are geared toward opportunities to publish in the campus newspaper. Requisite for Advanced Writing: Journalism. Enrollment is limited.

### ENG 203, 204 Masterpieces of European Literature 3, 3

Recommended background for students intending to major in English. Concentrates on the great works and ideas which have helped to shape the life and thought of western civilization. First semester: to the Renaissance. Second semester: from the Neo-classical Period to the present. Open to all students.

### ENG 205, 206 Survey of British Literature 3, 3

A survey of the important periods, movements, genres and writers of British literature from the Old English to the modern period. Intended as a context for upper-division courses and as a bridge

for gaps in the student's knowledge. First semester: Beowulf through the eighteenth century. Second semester: the nineteenth and twentieth centuries. Open to all students. Required for English Literature majors.

### ENG 207 Studies in Drama 3

A study of the development of drama, emphasizing major themes and currents in modern drama. Open to all students.

### ENG 208 Studies in Poetry 3

A study of poetry to discover its intimacy with daily experience, emphasizing the evolution of poetry through its changing use and developments in form and individual expression. Open to all students.

### ENG 210 The Literature of Women 3

A study of the work of women writers who have made significant contributions to literature in the English language, using the tools of literary criticism and feminist theory. Open to all students.

### ENG 220 Studies in the Novel and Short Fiction 3

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

### ENG 225 Post-Colonial Women's Novels 3

A study of novels written by women from the developing world, in the post-colonial period (generally the 1960s on). Students read theory of the novel and post-colonial literary theory, as well as novels from Africa, the Middle East, Asia and Latin America. These novels are considered in regional and international context.

### ENG 240 College Newspaper Practicum 1-9

This course provides an on-campus learning experience on staff at the student newspaper, *The Waltonian*. One credit is awarded for 40 hours on the job up to a maximum of three credits in one semester. Hours calculation shows that a staff writer can earn one credit in a semester; a section editor, two credits in a semester; a managing editor or editor-in-chief, three credits in a semester. The course may be repeated, up to a maximum of 9 credits. Prerequisite: ENG 200 or permission of the instructor.

### ENG 250 Writing Assistant Training Seminar 3

A seminar offering training in both theory and practice for students planning to work as writing assistants in Eastern's Writing Center. Topics include writing center theory, effective interpersonal communication, and the teaching of grammar and writing strategies. Prerequisites: 3.0



cumulative GPA and interview with Writing Center staff during the spring semester prior to course. Offered each fall.

**ENG 301, 302 American Literature** 3, 3  
A survey of the development of literature in the United States. First semester: from colonial writers to Walt Whitman. Second semester: from Emily Dickinson to contemporary writers. Recommended for upper-division students.

**ENG 310 Critical Theory** 3  
This course begins with the consideration of contemporary forms of literary theory (Structuralism/Deconstructionism), then reviews the history of literary theory from Plato to the present. Open to junior and senior English majors and minors and those who have the permission of the instructor. Offered in alternate years.

**ENG 312 Shakespeare** 3  
A study of the development of Shakespeare's art and thought within the context of the Early Modern Period. Recommended for juniors and seniors.

**ENG 314 Chaucer and Medieval Literature** 3  
A study of Chaucer in the context of other medieval writers (Malory, Langland, the Pearl Poet, etc.) with attention to continuities from the Old English period. Recommended for juniors and seniors. Offered in alternate years.

**ENG 326 Renaissance Studies** 3  
A study of important authors and themes of the Elizabethan and Jacobean eras, with an emphasis on the development of poetry from Wyatt to Marvell. Recommended for juniors and seniors. Offered in alternate years.

**ENG 327 Milton and the Seventeenth Century** 3  
A study of the major poet and selected additional writers in an age of transition in society and religion. Recommended for juniors and seniors. Offered in alternate years.

**ENG 328 English Literature of the Restoration and Eighteenth Century** 3  
A study of the major themes and writers of the period 1660-1800, with an emphasis on poetry but with attention also to drama, fiction and non-fictional prose. Writers such as Dryden, Pope, Swift and Johnson will be emphasized. Recommended for juniors and seniors. Offered in alternate years.

**ENG 340 Advanced Writing: Essay** 3  
Practice in the writing of magazine and journal articles. Writing assignments include the personal essay, the character profile based on an interview, and the formal essay. Attention is given to manuscript preparation and the selection of publishing sources. Enrollment is limited; junior and senior English majors are given first consideration.

**ENG 341 Advanced Writing: Poetry** 3  
Practice in writing poetry. Consideration is given to the formal properties of poetry, and students are asked to produce work in several forms (e.g., sonnet, lyric). Enrollment is limited; junior and senior English majors are given first consideration. Prerequisite: Eng. 208 strongly recommended

**ENG 342 Advanced Writing: Drama** 3  
Workshop setting that provides practice in writing drama from exploratory character biography, monologue, and scene planning to a 10-minute play. Incorporates exercises in set design and casted readings to simulate the elements of drama that are outside the script. Enrollment is limited; junior and senior English majors are given first consideration.

**ENG 343 Advanced Writing: Autobiography and Biography** 3  
Workshop setting that provides practice in writing creative nonfiction that arises out of personal experience and life stories and includes notions of travel, boundary, home, and private and public language. Assignments anticipate the use of primary source material and artifact. Enrollment is limited; junior and senior English majors are given first consideration.

**ENG 344 Advanced Writing: Short Fiction** 3  
Workshop setting that provides practice in writing short fiction, with emphasis on invention and the craft of revision. Exploration of classic forms such as the sketch, parable, tale, and realistic fiction as well as more recent developments in the short short and metafiction. Enrollment is limited; junior and senior English majors are given first consideration.

**ENG 345 Advanced Writing: Journalism** 3  
A writing workshop that offers advanced practice in journalistic research and writing of news, features, and investigative stories or series, including study of classic and contemporary examples of journalistic excellence. Prerequisite: ENG 200. Enrollment is limited and preference is given to journalism concentration students.

**ENG 403 The Romantic Movement** 3  
A study of the major themes and poets of the English Romantic movement with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley and Keats. Recommended for juniors and seniors. Offered in alternate years.

**ENG 405 The Victorian Age** 3  
An examination of the literature of the Victorian period to see its relation to the tradition of English literature and to gain an understanding of the age and its relevance to the twentieth century, emphasizing the novel and poetry. Recommended for juniors and seniors. Offered in alternate years.

**ENG 410 The Teaching of English** 3  
Designed for junior and senior English majors who are interested in developing teaching of English skills as well as improving their own writing. Each participant will team-teach with a faculty member in one of the basic writing courses or in a public high school. Admission is by permission of the instructor. 3.0 GPA required.

**ENG 412 James Joyce Seminar**  
This course provides an analysis of the major works of James Joyce, one of the leading figures of modernist literature. The student will become familiar with Joyce's life and the influences on his work, as well as the important contributions he made to 20th century English literature. Offered in alternate years.

**ENG 415 Twentieth Century British Literature** 3  
A study of selected writers from the British Isles from about 1900 to the present. Recommended for juniors and seniors. Offered in alternate years.

**ENG 422 Research Seminar** 3  
Directed research and writing of a substantial paper on a topic to be negotiated by student and instructor. The course will emphasize advanced research techniques and literary analysis, and will culminate in delivery of the paper in a public forum. Required of and limited to English Literature majors, normally in the senior year.

**ENG 423 Writing Seminar** 3  
Directed writing of a major work in a genre to be selected by the student. The work will be performed or presented in a reading to English majors and the English faculty at the culmination of the semester. The work should also be suitable for publication. Required of and limited to English writing majors, normally in the senior year.

**ENG 495 Internship** 3  
An internship provides the opportunity for English majors to gain practical experience.

## ENTREPRENEURIAL STUDIES

The Major for the B.A. In Entrepreneurial Studies

ACCT 107	Principles of Accounting I	3
ACCT 108	Principles of Accounting II	3
BUSA 102	Business as a Profession	3
BUSA 221	Business Statistics	3
BUSA 306	International Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
ECON 203	Principles of Economics I	3
ECON 204	Principles of Economics II	3

ENTR 202	Marketing in Entrepreneurial Organizations	3
ENTR 206	Managing Growing Organizations	3
ENTR 310	Management of a Family Enterprise	3
ENTR 320	Social Entrepreneurship	3
ENTR 480	Strategies for Entrepreneurial Ventures	3
ENTR 495	Entrepreneurial Internship	3
ENTR 415	Entrepreneurial Business Plan Development	3
FIN 360	Business Finance	3
INFO 100	Web Development Fundamentals	3
<i>Total Major Credit Hours:</i>		<i>54</i>

### Recommended Courses

COM 120	Public Speaking	3
CSC 150	Problem Solving with Computers	

## COURSE DESCRIPTIONS

### ENTR 202 Marketing in Entrepreneurial Organizations 3

This course is an in-depth study of entrepreneurial marketing concepts and techniques. We will examine how start-ups and small to mid-sized organizations with distinct needs market within limited budgets. The course compares conventional marketing to "guerilla" marketing where hands-on, creative methods are key to survival. These unconventional marketing tactics also can serve to revitalize larger organizations. Classes focus on case discussions, guest speakers and a team project assignment. Prerequisite: Minimum grade of C in BUSA 102.

### ENTR 206 Managing Growing Organizations 3

This course is offered for students who, in the near term, aspire to the management and full or partial ownership of a new or newly acquired business. The course will deal in some depth with selected, generic entrepreneurial issues, viewed from the perspective of the owner/manager. Broad utilization will be made of case material, background readings, visiting experts and role playing. Throughout the course emphasis will be placed on the application of analytical tools to administrative practice. Prerequisite: Minimum grade of C in BUSA 102.

### ENTR 310 Management of a Family Enterprise 3

This course is intended for those students who will be considering a family-owned business, now, or in the future, or expect to establish a business that will involve family members. Some of the topics covered include succession planning, dealing with conflict, managing non-family members and performance expectations. A significant amount of time will be spent on the realistic challenges facing family employees and investigate the progression of the



enterprise from the first generation entrepreneurial phase to succeeding generations. Prerequisite: Minimum grade of C in ENTR 206.

**ENTR 320 Social Entrepreneurship 3**

This course provides students with an introduction to the theory and practice of social entrepreneurship. Social entrepreneurship can be defined as the establishment and management of successful social mission-driven ventures. While for-profit organizational entrepreneurship has been studied extensively, the study of entrepreneurship for social gain is in its infancy. This course is designed to provide future nonprofit, for-profit, and government managers and leaders with practical knowledge about how to identify potential opportunities; develop skills for developing social entrepreneurship ideas and examining ways of measuring the success of the activity.

**ENTR 415 Entrepreneurial Business Plan Development 3**

This course covers various aspects of financing an entrepreneurial venture. Major topics include attracting seed and growth capital from sources such as venture capitalists and the tasks, decision, and knowledge that are required to turn an idea into a sound business opportunity. The course is organized around a project comprised of two phases: identifying a business opportunity; then evaluation and development of a detailed business plan for pursuing the opportunity. Among the issues discussed are valuing a company, going public, selling out, acquisitions, bankruptcy, different legal forms of organization, partnerships and taxes. Prerequisites: Prerequisite: Minimum grade of C in ENTR 206 and FIN 360.

**ENTR 480 Strategies for Entrepreneurial Ventures 3**

This course focuses on the strategic challenges of entrepreneurial companies. It explores the key managerial issues faced in the decision to pursue opportunities and emphasizes strategic decision making at the level of both the entrepreneur and the entrepreneurial company. It includes a section on the financing of entrepreneurial companies by venture capitalists and other investors. The course uses both domestic and international case studies and includes the "Entrepreneurship Game," which simulates the process of starting a company, from the identification of an opportunity all the way up to the financing of a company. This serves as the capstone course for the major. Enrollment is limited to seniors in Entrepreneurial Studies. Prerequisite: Minimum grade of C in ENTR 202 and 206.

**ENTR 495 Entrepreneurial Field Experience 2-12**

The internship provides an opportunity for students to apply entrepreneurship principles learned in the classroom to real-world consulting projects. This off-campus work experience may be full-time

or part-time for a minimum of 12 weeks. Each credit hour of internship requires 40 hours of work experience. The student must provide his/her own transportation and file reports as defined in the syllabus. Enrollment is limited to seniors in Entrepreneurial Studies.

**ENVIRONMENTAL STUDIES**

See Biology (page 98)

**EXERCISE SCIENCE**

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

<b>BIO 233, 234</b>	Human Anatomy and Physiology I, II <i>(Pre-requisite: BIO 152)</i>	8
<b>EXSC 140</b>	Concepts of Fitness	3
<b>EXSC 200</b>	Health Promotion	3
<b>EXSC 201</b>	First Aid	3
<b>EXSC 210</b>	Foundations of Biokinetics	3
<b>EXSC 220</b>	Basic Nutrition Science	3
<b>EXSC 350</b>	Research Methods in Biokinetics	3
<b>EXSC 351</b>	Kinesiology	3
<b>EXSC 352</b>	Physiology of Exercise	3
<b>EXSC 353</b>	Exercise Prescription and Rehabilitation	3
<b>EXSC 395</b>	Field Experience in Biokinetics	3
<b>EXSC 398</b>	Fitness Leadership	1
<b>EXSC 411</b>	Cardiovascular Physiology and Pathophysiology	3
<b>EXSC 451</b>	Administration in Exercise Science	3
<b>PSY 100</b>	General Psychology	3
<b>PSY 207</b>	Lifespan Development	3
	<i>Total Credit Hours:</i>	<b>54</b>

Choose TWO from the following exercise science electives:

<b>ATR 360</b>	Biomechanics	
<b>EXSC 240</b>	Medical Terminology	
<b>EXSC 310</b>	Aging, Health and Physical Activity	
<b>EXSC 360</b>	Sports Psychology	
<b>EXSC 365</b>	Exercise for Special Health Populations	
<b>EXSC 416</b>	Metabolic Interactions	
	<i>Subtotal Credit Hours:</i>	<b>6</b>

Choose ONE of the following pre-professional courses:

<b>EXSC 495</b>	Internship	3
<b>BIO 312</b>	Genetics	3
<b>CHE</b>	(CHE 111/113 or CHE 121/123)	4
<b>PHYS 101</b>	Introduction to Physics	4
	<i>Subtotal Credit Hours:</i>	<u>3-4</u>
	<i>Total Credit Hours:</i>	<u>63-64</u>

Students pursuing the undergraduate course requirements for physical therapy or occupational therapy graduate programs can do so in the exercise science major. Most of these programs admit students to an 18-24 month graduate program. Admission to these programs is competitive, requiring a minimum grade-point average of 3.0. Students should consult the schools to which they are applying for exact required courses. Most graduate programs require these additional courses:

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

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

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

## **COURSE DESCRIPTIONS**

**EXSC 140 Concepts of Fitness** 3  
This course is foundational in the preparation of individuals as fitness professionals. It provides the fundamental theories, paradigms, and history necessary for a basic and complete understanding of fitness as a profession and a lifestyle. Concepts related to physical, mental and social fitness will be explored. Practical participation in fitness activities reinforces these concepts.

**EXSC 200 Health Promotion** 3  
This course addresses attitudes and lifestyle behaviors as they influence life-long health. Personal health issues, such as health habits, fitness, nutrition, safety, and emergency measures, heart health, mental health, sexuality, and family living will be addressed. Concepts of preventative medicine, disease prevention, and health education will be considered.

**EXSC 201 First Aid** 3  
This course presents topics of prevention, safety and treatment of illnesses, injuries and accidents in order to provide prompt and efficient action in times of emergency. The course integrates lecture with practical drills to learn techniques of administering CPR, cardioversion, rescue breathing, and emergency treatment for injuries and acute illness. Students earn Red Cross Community CPR and First Aid certification upon successful completion of the course.

**EXSC 204 Principles of Coaching Sport** 3  
The foundational principles and techniques of teaching and coaching sports are presented in this course. Areas such as team selection, psychology of coaching, women in sports, parental involvement, and ethics will be discussed. Embedded in the topics will be presentations and discussions of coaching sport using Christian principles. Not open to first-year students.

**EXSC 210 Foundations of Biokinetic Sciences** 3  
The course will survey the wide breadth of the interdisciplinary field of Biokinetic Sciences. Careers such as corporate fitness director, community wellness director, athletic trainer, nutritionist, physical and occupational therapist, physician assistant, and exercise physiologist will be covered. Content will include history, philosophical, psychological, scientific and sociological foundations of the field. An introduction to career opportunities plus overall educational objectives of professional programs is also addressed.

**EXSC 220 Basic Nutrition Science** 3  
This course will focus on the basic roles of nutrients, their influence on the life cycle, nutrition therapy, health/wellness and weight control. Implications for political and societal change, consumer concerns and global food problems will be discussed. Prerequisite: a biology or chemistry course.

**EXSC 240 Medical Terminology** 3  
The objective of this course is foundational fluency in the language of medicine. To that end, it introduces concepts of word construction and basics of medical language organized by organ systems. A case study approach, reinforces previously learned

material and builds in its complexity throughout the semester. Instruction and practice in SOAP note construction puts medical terms in a written context commonly used by health care providers. This is a prerequisite course for admission to most physician assistant programs and a suggested elective for any student pursuing a career in health care. Prerequisite: Minimum grades of C in BIO 233 and BIO 234 (or enrolled concurrently).

**EXSC 310 Aging, Health, and Physical Activity** 3

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

**EXSC 350 Research Methods in Biokinetics** 3

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

**EXSC 351 Kinesiology** 3

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

**EXSC 352 Physiology of Exercise** 3

Exercise physiology is the study of human work. This course focuses on the body systems, their inter-relationships and adjustments during exercise and stress as a result of training, physical activity, and physical inactivity. Emphasis is on current research findings and what remains to be discovered in humans as moving beings. Prerequisite: Minimum grades of C in BIO 234 and EXSC 210.

**EXSC 353 Exercise Prescription and Cardiac Rehabilitation** 3

This course will focus on developing individualized prescriptive exercise programs with regard to physical assessments, fitness test evaluations and individual contraindications. The influence of environmental conditions along with frequency, intensity

and duration of physical activity will be studied in order to develop programs to improve or maintain high levels of wellness in normal and high risk populations. Prerequisite: Minimum grade of C in EXSC 352 and 3 additional EXSC credits.

**EXSC 360 Sports Psychology** 3

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

**EXSC 365 Exercise for Special Health Populations** 3

This course will study exercise as a therapeutic regimen for the most prevalent diseases in North America. Important interactions between medications and physical activity will be investigated through the exploration of current medical research and evidence-based practices. The synergy of faith and physical activity in the treatment of people with special physical needs and diseases will be explored through personal, spiritual and scientific evidence. Prerequisite: BIO 234 and EXSC 352.

**EXSC 395 Field Experience in Exercise Science** 3

This comprehensive, interactive course teaches a variety of health and fitness assessments that are utilized in the health care industry. Students will actively participate in the measuring of body composition, blood pressure, flexibility, muscular strength, endurance and aerobic fitness. Prerequisite: C in EXSC 352 or concurrently enrolled.

**EXSC 398 Fitness Leadership** 1

This course prepares students to promote fitness in a variety of venues. Students apply previously learned concepts of health and fitness to educational methods for the general public and targeted populations. Techniques such as bulletin board displays and oral presentations are examined and practiced.

**EXSC 411 Cardiovascular Physiology and Pathophysiology** 3

This course is an extensive study of the structure and function of the cardiovascular system, on the biochemical, cellular, and organismal levels, integrated with the etiology of cardiovascular dysfunction. Other areas covered include diagnostic tools of cardiovascular disease, EKG interpretation, and current treatments. Prerequisite: Minimum grade of C in EXSC 352 or concurrent enrollment.

**EXSC 416 Metabolic Interactions** 3  
 Advanced concepts of physiological responses and adaptations to exercise are explored in relation to pharmacological intervention, human performance limitations, training effects, and health related benefits. Emphasis is on human bioenergetics, pharmacological interactions and cardiovascular responses to exercise. Prerequisite: C or above in BKIN 352.

**EXSC 450 Administration in Exercise Science** 3  
 Principles and philosophies pertinent to the development of organizational policies and administrative practices in the fields of athletics, physical education and exercise science will be covered. Topics include fiscal practices, legal liability, facility development, staff management and case analysis. Prerequisite: Minimum grade of C in six credits of EXSC courses.

**EXSC 495 Internship** 2-12  
 Internships are independent field experiences arranged and supervised by a designated Biokinetics faculty member. They offer exercise science students an opportunity to learn the practical aspects of their area of interest in a chosen community setting. The cooperative arrangement involves a pre-determined onsite preceptor who provides direct supervision and instruction. A collaboration of approved internship sites are provided by the department of Biokinetics. Additional sites may be considered upon approval of the Biokinetics faculty member. Application must be made during registration in the semester prior to the intended experience. Objectives are available from Biokinetics faculty and evaluation is made by on-site preceptor(s) and by Biokinetics faculty review of a student prepared portfolio.

## FINE ARTS

### THE MINOR IN FINE ARTS

FA 110	Introduction to Music	3
FA 120	History and Appreciation of Art	3
THR 204	Introduction to Theatre	3

*Choose one of the following:*

DAN 233	Liturgical Dance History and Practice <i>or</i>	
DAN 250	Modern Dance <i>or</i>	
DAN 260	Classical Ballet History <i>or</i>	
DAN 365	Black Dance History <i>or</i>	
DAN 375	World Dance History	3
	Electives in Music, Dance, Art, or Theatre	6
<i>Total Credit Hours:</i>		<u>18</u>

## COURSE DESCRIPTIONS

**FA 110 Introduction to Music** 3  
 This course traces the evolution of musical style through history. Includes the basic elements of music, the instruments of the orchestra, important forms and types of music, and representative works of great composers. The course is designed to promote greater enjoyment in music listening.

**FA 120 History and Appreciation of Art** 3  
 The study and enjoyment of art and its various expressions, particularly painting, sculpture and architecture. The course uses an historical approach in which each of the great periods of art is considered in relation to its social, religious and philosophical conditions.

**FA 140 Opera: Total Art** 3  
 In the process of listening to the great masterpieces of the musical genre, opera, this course enables the student to appreciate opera as a collaboration of many arts (music, theater, dance, visual arts), united in one great artistic event. From its origins in the Baroque period to the 20th century, the student will gain insight into the history of classical music through the development of opera as represented by the hallmark characteristics of the great operatic composers from each period of music (i.e., Baroque, Classical, Romantic and 20th century). In addition, this course enables the student to gain appreciation for the glorious art of singing, to observe the role of the orchestra in opera, to recognize the importance of the literary text or libretto, and to observe opera's reflections on the spirit of the times.

**FA 160 Computer Graphics** 3  
 This course is designed to provide the basic skills necessary for the successful use of an industry standard graphics program, Adobe Photoshop and is specifically intended for the inexperienced student. The basics of computer based image sourcing and creation, manipulation and use of special effects will lead to familiarity with resources and skills needed for the composition, editing, transfer and storage of images. Basic design concepts including unity, balance, rhythm and color will be discussed and integrated into projects. The course will increase skills for those who have some experience with the programs, and offer a solid introduction to them and the Mac OS for those who have no such experience. *Due to limited space, registration will be forfeited if the student does not attend the first class or make arrangements to be excused.*

## GEOGRAPHY

### COURSE DESCRIPTION

#### GEOG 201 World Geography 3

A survey of world geography and an intensive study of the relationship of humankind to their natural environment. Climate, topography and natural resources in various regions of the world are examined for their effect on the culture, economy and welfare of the population.

## HISTORY

### THE MAJOR FOR THE B.A. IN HISTORY

A minimum grade of C in INST 160, 161 is a requirement for all History majors.

#### Required

HIS 201/202	U.S. History Survey	3,3
HIS 210	Historiography	3

#### Pre-Modern Europe

Choose ONE from the following courses: 3

HIS 315	Ancient Greece	
HIS 316	Rome: Republic and Empire	
HIS 317	Early Middle Ages	
HIS 318	High Middle Ages	
HIS 319	The Renaissance	
HIS 320	Age of Reformation: 1500-1648	

#### Modern Europe

Choose ONE from the following courses: 3

HIS 321	The Age of Reason: 1648-1789	
HIS 322	The Age of Revolutions: 1789-1848	
HIS 323	The Age of Empires: 1848-1914	
HIS 324	Twentieth-Century Europe	
HIS 325	Cultural & Intellectual Origins of the Holocaust	
HIS 420	European Intellectual History	

#### American

Choose ONE from the following courses: 3

HIS 435	U.S. Legal History	
HIS 440	The Black Church in America	
HIS 450	Colonial and Revolutionary	
HIS 460	The Early American Republic	
HIS 470	American Intellectual History	
HIS 480	Civil War and Reconstruction	
HIS 485	The Gilded Age and Progressivism	
HIS 490	The Modern United States	

### National, Regional or Topical

Choose TWO from the following courses: 6

HIS 333	Medieval and Renaissance England	
HIS 334	Great Britain since 1603	
HIS 335	World since World War II	
HIS 341	History of Women	
HIS 342	Topics in the History of Science	
HIS 350*	African-American History	
HIS 352*	Russian History	
HIS 353*	History of the Middle East	
HIS 354*	History of Latin America	
HIS 370	History of Economic Thought	
HIS 371*	The Byzantine Empire	
HIS 372*	Eastern Orthodox History and Theology	

(\*fulfills Cultural Horizons, breadth Core criterion)

<i>Electives in History</i>	18
<i>Total Credits</i>	42

### THE MINOR IN AMERICAN HISTORY

HIS 201, 202 and 12 additional hours selected from HIS 435, 440, 450, 460, 470, 480, 485, 490.

### THE MINOR IN EUROPEAN HISTORY

INST 160, 161 and 12 additional hours selected from HIS 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 333, 334, 352, 371, 372, 420.

### COURSE DESCRIPTIONS

Courses are normally offered on alternate years, with HIS 201, 202, offered each semester; 210 is offered in the spring; and 416 offered annually in the fall.

#### HIS 201 U. S. Survey to 1877 3

Survey of the history of the United States from its colonial beginnings to the close of reconstruction following the Civil War. Political, economic, social and cultural developments will be stressed. Offered in fall and spring.

#### HIS 202 U. S. Survey Since 1877 3

Survey of the history of the United States from the close of reconstruction to the present time, stressing political, economic, social and cultural developments. Offered in fall and spring.

#### HIS 210 Historiography 3

This course will introduce students to the state-of-the-art in critical thinking about history and history writing. It will assist students in developing a sound appreciation of the recent challenges to historians and their craft from (largely) literary quarters—especially from deconstructionists of various stripes and commitments. We will negotiate



what is actually an old problem in epistemology—the essential tension as it were between knowing everything and knowing nothing, in this case about the past. Integral to this pursuit will be to cultivate a Christian understanding of this great debate, conversation, between modernity and the Enlightenment and its post-modern challengers. The course normally will be taken in the spring semester of the junior year. Offered every spring.

**HIS 315 Ancient, Classical, and Hellenistic Greece** 3

Covers the history of Ancient Greece and the rise of the Greek peoples from 1400 BC to its eventual subjugation by the Romans in the second century, BC. Covers major epochs, political actors, thinkers, writers, institutions, cults and religion, apologists, and political and cultural expansion.

**HIS 316 Roman Republic and Empire** 3

Covers the history of Rome from the Earliest Republic to its supremacy as Empire, till its collapse in the West under the Barbarian invasions. The major epochs, political actors, thinkers, writers, institutions, religions and cults, apologists and controversies, and its expansion politically, materially, and culturally will be covered.

**HIS 317 Early Middle Ages (c.410-c.1000)** 3

Beginning with the collapse of the Western Roman Empire, this course treats the origins of the new western European civilization through its troubled birth among various invaders, Germanic, Nordic, Magyar, and Saracen, and the synthesis that emerged between the old and new orders as tempered by the Christian Church, through the 10th century.

**HIS 318 High Middle Ages (c.1000-c.1330)** 3

Covers western European history from the eleventh through the early fourteenth centuries, emphasizing the conflicts of Church and state, the development of the medieval synthesis, the rise of the Feudal monarchies, the relations of the West with Byzantium and Islam, and the intellectual, cultural, and economic expansion of western Europe.

**HIS 319 The Age of the Renaissance (c.1330-1536)** 3

This course covers the fourteenth, fifteenth, and early sixteenth centuries of western European history, emphasizing the period's literary, artistic, cultural, intellectual, and religious elements generally termed as Renaissance Humanism. Emphasis is also placed on the conflicts within the late medieval church, the decline of the Byzantine Empire and its impact on the Renaissance, and the rise of the nation state.

**HIS 320 The Age of the Reformation (1500-1648)** 3

A study of the political, economic, cultural and religious developments in the age of the Reformation in the sixteenth and early seventeenth centuries against the background of the later Middle Ages and the Renaissance.

**HIS 321 The Age of Reason (1648-1789)** 3

An in-depth study of the intellectual, political, social, and religious aspects of Western Europe in the late seventeenth and eighteenth centuries, emphasizing the growing secularization of European thought in the period.

**HIS 322 The Age of Revolution (1789-1848)** 3

Beginning with the French Revolution, this course will examine the radical political, ideological, social, artistic and literary movements that transformed the face of Europe in the nineteenth century.

**HIS 323 The Age of Empires (1848-1914)** 3

Beginning with the Revolutions of 1848, this course will study the growth of nationalism, imperialism, and colonialism, examining how these forces became major factors in the outbreak of the First World War.

**HIS 324 Twentieth Century Europe** 3

A study of European civilization in the twentieth century beginning with the causes of World War I, the events of that conflict, including the Russian Revolution and the peace treaties, the rise of dictatorships leading to World War II, decolonization, the Cold War through the collapse of Communism, the growth of socialism, the welfare state, and the European Economic Community.

**HIS 325 Cultural and Intellectual Origins of the Holocaust** 3

Explores the historical, cultural, psycho-sexual, social, and religious roots of the totalitarian (Nazi) mind, in an effort to comprehend one of the great enormities of the 20th century: the systematic mass murder of Jews and other groups in Europe, from the late 1930's through the Allied Liberation of the Death Camps in 1945.

**HIS 333 Medieval and Renaissance England** 3

A study of Anglo-Saxon England, the Norman Conquest and its results, medieval England, and the Tudor period.

**HIS 334 Great Britain Since 1603** 3

A study of the political and social history of Great Britain and the British Empire from the reign of King James I to the present.

**HIS 335 The World Since World War II** 3

A study of the history of the world from the close of World War II with a focus on Europe, the United States, China, the Far East, and the Third World nations. Major topics: post-war reconstruction, the Cold War, the end of colonialism, the emergence of Third World nations, the decline of Communism, and the new world order.

**HIS 341 The History of Women** 3

An examination of the roles women have played in Western history, with special attention to the social attitudes that defined women and their activities. May be used in the Gender Studies Minor.

**HIS 342 Topics in the History of Science** 3

Treats variously the several branches of science, technology, medicine, and psychiatry, inter alia, and their interplay with social values, intellectual currents, cultural assumptions, and scientific pursuits. Case studies will emphasize the relationship of the respective sciences with their cultural and intellectual life.

**HIS 350 African-American Historical Survey** 3

A study of the emergence of the African-American community including the African roots, the American system of slavery, slave resistance and the abolitionist movement, Civil War and Reconstruction, growth of the Jim Crow system, the Civil Rights movement, and the impact upon the family, church, and social structures of the community. This course fulfills the Cultural Horizons core requirement.

**HIS 352 Russian History** 3

Religious, political, economic, and intellectual development of Russia from Kievan Russia to the present. This course fulfills the Cultural Horizons core requirement.

**HIS 353 History of the Middle East** 3

A study of the history of Western Asia and North Africa from the time of Muhammad to the present, with emphasis on the development of Islamic civilization, the growth and decline of the Ottoman empire, and the development of modern nationalism in the region. This course fulfills the Cultural Horizons core requirement.

**HIS 354 History of Latin America** 3

A study of Latin American history from the Indian and colonial periods to the present with concentrated study on the major problems of the twentieth century. This course fulfills the Cultural Horizons core requirement.

**HIS 370 History of Economic Thought** 3

This course examines major developments in the history of economic analysis, placing special emphasis on the way that respective social milieus

of economic thinkers affected their understanding of the economic order. Particular attention is given to ideological and cultural factors which have shaped the development of capitalism. Prerequisites: Minimum grades of C in ECON 203, 204.

**HIS 371 The Byzantine Empire** 3

A survey of the history and culture of the Byzantine Empire (c. 300-1453) in art, literature, theology, diplomatics, statecraft, the writing of history, and military administration; noting its place in the medieval world, the writers and voices of Byzantium itself, and its impact on the world to the present. This course fulfills the Cultural Horizons core requirement.

**HIS 372 Eastern Orthodox History and Theology** 3

This course introduces the historical trends and doctrinal themes of the Eastern Orthodox Church by the use of materials both theological and historical; tracing developments through the early Christological and Trinitarian controversies, and how these influenced Orthodoxy's later mystical piety, iconography, liturgy, and prayer. (Applies as a Theology Elective.) This course fulfills the Cultural Horizons core requirement.

**HIS 416 Senior Seminar in History** 3

The theme of the seminar will be determined by professors in the department, who will teach the course on a revolving basis. Emphasis will be placed on student presentation and discussions, as opposed to the more standard lecture format. These presentations will, in turn, prepare students to write a seminar paper that will be exemplary of their best writing for purposes of job and graduate school applications. Prerequisite: 3.4 grade-point average in the History major and selection for the History Honors track.

**HIS 420 European Intellectual History** 3

This course surveys principal patterns of European intellectual and philosophical life, from the early 1600's to the collapse of Marxism at the end of the twentieth century.

**HIS 435 United States Legal History** 3

An introduction to the history of American law and legal institutions from the Declaration of Independence in 1776 to the establishment of women's suffrage in 1920. Topics include constitutional change, the development of American judicial and legislative institutions, the history of the franchise, the law of slavery, the law of marriage and divorce, economic regulation, and criminal law.

**HIS 440 The Black Church in America** 3

The development of the religious experience among African-Americans beginning with the



African roots, the slave and free black churches, the impact of emancipation, the struggle for status and Civil Rights, and the modern alternatives; emphasis will be given to the leadership of the movement. This course fulfills the Cultural Horizons core requirement.

**HIS 450 Colonial and Revolutionary America 3**

From the early encounter of European and Native American cultures at the close of the fifteenth century to the ratification of the United States Constitution in 1788. Particular attention is paid to the rise of slavery, the meaning and impact of the Great Awakening, the growth of the colonial economy, and the emergence of a distinct colonial political culture. The course concludes with discussion of the Revolutionary War era, from the breakdown of the British imperial system to the formation of an independent United States under a republican constitution.

**HIS 460 The Early American Republic 3**

From the ratification of the Constitution in 1788 to the close of the Mexican War in 1848. Particular attention is paid to the development of political parties, geographic expansion, the market revolution, religious renewal and change, and the racial and sectional tensions arising from the institution of slavery.

**HIS 470 American Intellectual History 3**

A course in the origins and development of the various ways in which Americans invoked ideological or philosophical interventions to change or protect their lives, whether those interventions took the form of literature, philosophical treatises, protest writings, or writing about art and architecture. We will concentrate especially on several salient themes in American intellectual history: the interaction of America as a province with Europe, the long-term influence of Christianity and especially Calvinism, the role of the Lockean Enlightenment and its controversy with Christianity, and the impact of ideas on social structure, as exercising either a conserving or reforming influence.

**HIS 480 Civil War and Reconstruction 3**

From the close of the Mexican War in 1848 to the end of Reconstruction in 1877. Focuses on the political crises leading up to the Civil War; the course of the war on the battlefields and among civilian populations; the internal social and political conflicts arising from the war in both the Union and the Confederacy; and the impact of Reconstruction on race relations in the South.

**HIS 485 Gilded Age and Progressivism 3**

This course focuses on Reconstruction of the American Republic after the Civil War, and the conflicts generated by post-war disillusion with

the republican ideal and development of mass market industrial capitalism. Special emphasis is placed on the Progressive critique of industrialism and the period's consummation in World War I.

**HIS 490 The Modern United States 3**

This course will study the emergence of the United States as a world economic and political power. Particular attention will be given to post-1945 ideological and political struggles between the United States and the Soviet Union and the long-term economic after-effects of that struggle.

**INTERDISCIPLINARY STUDIES**

**THE MINOR IN GENDER STUDIES**

Eighteen hours in gender studies chosen from Special Topics courses, such as Women in Scripture and Tradition, as well as ANTH 220, ENG 210, ENG 225, HIS 341, PHI 340, POS 316, PSY 322, SOC 310, SWK 110 and SWK 258. Contact Dr. Mary Stewart VanLeeuwen.

**THE MINOR IN LEADERSHIP**

The goal of this minor is to prepare students for future leadership roles in the struggle to address the world's great needs. It is designed particularly for those who wish to study leadership in an intentional way to enhance leadership performance and potential. The minor requires eighteen hours to include:

<b>INST 300</b>	Leadership Practicum	1
<b>INST 310</b>	Leadership	3
<b>THEO 210</b>	Foundations of Christian Spirituality	3
	Internship through the major department	3

Eight additional credits chosen from the following approved courses (no more than 6 credits from any one department): BUSA 206, 311, 390, 316; COM 203, 260, 303, 340; HIS 460; INST 100; MUS 352; PHI 410; POS 332, 380; PSY 110, 201, 304; THEO 260; YMIN 203, 205, 211, 212, 305. Contact Tess Bradley, Director of Career and Leadership Development.

**THE MINOR IN LEGAL STUDIES**

This minor emphasizes that law and legal institutions should be understood within a liberal arts, interdisciplinary setting. Its focus is on helping students to become informed, active, well-rounded critical thinkers. Because law pervades our society, legal literacy can be viewed as important for many careers. This minor does not focus so much on obtaining legal skills as on law as a central liberal art. The minor consists of seven courses with a core of five required courses. Contact Dr. Kathryn Lee.

HIS 435	United States Legal History	3
INST 270	Justice in a Pluralistic Society	3
POS 214	Political Theory	3
POS 318	Introduction to Law and the Legal System	3
POS 342	American Constitutional Law	3
<i>Choose ONE course from:</i>		3
PHI 200	Introduction to Philosophy	
PHI 220	Logic	
PHI 302	Modern Philosophy	
<i>Choose ONE course from:</i>		3
BIO 420	Environmental Regulations and Policy	
BUSA 350	Business Law	
POS 380	American Political Thought	
<i>Total Credit Hours:</i>		<hr/> 21

## COURSE DESCRIPTIONS

### INST 100 Introduction to Leadership 2

A seminar designed to provide the academic and experiential knowledge of leadership theory and practice. Each participant will understand and use her or his own leadership style and be able to identify and analyze leadership issues as they are played out within groups on campus. Prerequisite: leadership grant or permission of the instructor.

### INST 150 Introduction to Faith, Reason and Justice 3

This course introduces students to the mission and values of Eastern University by exposing them to the three major commitments of the University: faith, reason, and justice, as well as to the related themes of community, scholarship, service, and church. Students are assigned sections by major area of interest. The instructor is their academic advisor for the first year. Twenty hours of service learning is part of the course requirement. Required of all students with fewer than 24 hours of college classroom credit, to be taken in the first semester on campus.

### INST 160 Heritage of Western Thought and Civilization: The Ancient World 3

This course will survey the origins and development of Western civilization in its literature, philosophy and history, from the ancient world through the Middle Ages to the first European empires. It will ask, from both Christian and competing perspectives, how Western civilization has attempted to define human relations, public government, and its understanding of the natural world. The class is organized around a core of readings in primary sources.

### INST 161 Heritage of Western Thought and Civilization: The Modern World 3

This course will survey the emergence of modern Western civilization to global stature through its literature, philosophy and history, from the French Revolution through the end of the Cold War. It will ask, from both Christian and competing perspectives, how modern Western civilization has incorporated the industrial, intellectual, scientific and political revolutions of the 19th and 20th centuries, and how they have challenged the Christian faith. The class is organized around a core of readings in primary sources.

### INST 201 The Creative Process 3

This course entails attending all presentations in the Cathedral School Creative Arts series (fall semester) and submitting written responses to them plus attending a reading seminar on campus (meeting in weeks between Cathedral presentations) where students will explore various theories of creativity with their theological, sociological and psychological implications. Each student will be expected to present a major project in the final meeting. Open to all students.

### INST 213 Heritage of India 3

This is a course in the history, literature, philosophy, and values of India. The Indian civilization covers a 4,000-year span and includes influences from the Middle East, China, and Europe; yet it has had a consistent tradition of its own. We will examine the Indian perspective through its current social structure, religion, literature and the arts, and by archeology and writings of past centuries. Throughout, we will give Christian critique as well as appreciation for the thoughts and practices that this civilization has produced.

### INST 214 Africa's Triple Heritage and the Modern World 3

This course explores the nature and impact of the modernization process and modernity on the African continent. A review of the history of the "Triple Heritage" (African indigenous, Islamic and Western Christendom) will acquaint the student with the primary ideas and traditions that shape the African outlook. A model of modernity as it has developed most fully in the West will be elaborated and a critical exploration of its applicability to African experience will be probed. Biblical and theological questions and resources will be explored in order to construct a Christian in Africa.

### INST 215 Heritage of Native North American Peoples 3

This course will cover origins of the earliest Americans and the subsequent development of culturally

distinct areas across North America, and will identify and explore historical and cultural contributions. Specific contemporary problems and issues, the current status of Indians' struggle for survival, and implications for the future and ongoing contributions of the American Indians to the greater American culture will be investigated.

### **INST 216 The Heritage of (Country or Region) 3**

Under the rubric, *The Faith and Art Series*, a series of travel courses for students who seek to know the meaning and function of artistic expressions within the faith communities of the world. Offered throughout the year, and in selected locations around the world, students will dialogue and participate with artists and their music, dance, poetry, and art. Participants will gain first-hand knowledge of a culture's worldview and the role of the arts in worship and life within urban contexts. Specific emphasis is placed on the arts in community transformation.

### **INST 218 The Heritage of Islam 3**

This course will explore the history of Islam, and the beliefs, practices, institutions, and social lives of Muslims. The course will stress appreciation and understanding of Islam and will include critique from a Christian perspective. We will learn the Arabic names for various aspects of faith and piety. We will consider the Qur'anic references to Jesus and Christians, various Islamic interpretations of these passages, and possible responses. We will examine the conflicting faces of contemporary Islam throughout the world, its varied political expressions, and its answers to contemporary social issues. The course will seek to prepare students from informed interaction, cooperation, and dialogue with – and Christian witness to – the Muslim community.

### **INST 250 Science, Technology, and Values 3**

This course will examine scientific ways of knowing, the impact of technology on our culture, the influence of scientists' values on their research, and how research findings impact our culture's values. As an interdisciplinary course, the focus will be on critically reflecting on the nature and scope of science and technology, helping students to understand how scientific theories are constructed and the context in which they arise, and how science and technology relate to other aspects of our cultures. Required of all students during their second year. Recommended: A lab science for the core prior to taking this course.

### **INST 270 Justice in a Pluralistic Society 3**

This interdisciplinary course uses both biblical and philosophical frameworks to examine the complexities of social justice in a pluralistic society. The focus

is on the United States, with connections to the global community. Principles of social justice are used to explore issues of race, gender and class. Emphasis is placed on the student understanding her/his own identity and life situation, including what values, attitudes and knowledge have shaped her/his own worldview. Attention is given to students developing skills in interacting with people from diverse groups and in bringing about social justice in the larger society. Required of all students during their second year.

### **INST 300 Leadership Development Practicum 1**

A practicum for students holding leadership positions in campus groups. Participants will consider different leadership styles, the functions of a leader, group dynamics and communication skills, while identifying and exercising their own individual leadership styles. Prerequisite: permission of the instructor. Grading is P/F.

## **CAPSTONE COURSES**

### **480 Christian Perspectives 3**

The purpose of Capstones is to provide a point of culmination and integration to the educational experience of the undergraduate student. It seeks to build on and extend his/her abilities to utilize a Christian worldview by intelligently applying biblical and theological resources to a given topic of significant importance to the contemporary world. It also utilizes the perspectives and approaches of at least two disciplines so as to model and explore the unity of truth across disciplinary boundaries. Prerequisite: Junior or senior standing. Topics will vary depending on the faculty involved and may include the following:

#### **Aesthetics**

This course enables the student to explore relationships between Christian faith, art-making and aesthetics. Included is the application of critical thinking in theory and practice to develop connections of informed performance with personal Christian faith. Connections of repertoire with contemporaneous cultural disciplines and institutions such as philosophy, government, economics, theology, and sociology provide the student with a culminating research and performance opportunity. Additionally, the course provides experience in facility management, itineration, public relations and advertising.

#### **Arts Odyssey**

The purpose of this course is to explore the visual, musical and literary arts from a Christian standpoint, examine the place of the arts in human activity and Christian thought, become acquainted with the basic theological underpinnings of the arts and culture, test assumptions about the value and significance of the arts, and inquire into how

the sacred is present in the work of artists. The course will also attempt to reconcile the different ways of knowing that hold sway in theology and the arts, bridging the gap between aesthetic/spiritual/expressive experience and cognitive/analytical/critical thought. Fulfills the Humanities core.

### **Christian Marriage**

In this course, students will have an opportunity to reflect Christianly on the institution of marriage. This will include examining how attitudes toward marriage are shaped by our upbringing in our families, in the church, and in society; thinking and talking in detail about Christian scripture and tradition as they relate to marriage; and considering a variety of aspects of and challenges to marriage that confront people who are married or who may be considering marriage. We hope that this will help those of our students who are unmarried to make wise decisions about whether and whom to marry, will help those who are married, and those who may eventually marry, to live out their marriages faithfully and well, and will help all our students to mature in ways that will enable them better to live out their Christian vocations in either the married or the single state.

### **Constructing a Christian Worldview**

This course begins by considering what a worldview is, then compares some historical and contemporary worldviews which are non-Christian; for example, Deism, Naturalism, Nihilism, Pantheism. We then consider variations in Christian worldviews, using Richard Niebuhr's five-fold typology from his book *Christ and Culture*. The rest of the course is spent exploring the implications of Niebuhr's "Christ Transforms Culture" position, applying this approach to such areas as work, family life, public life and race relations.

### **Environmental Theology and Ethics**

Foundational ideas of Christian thought – God as creator, reconciler and redeemer; the human as the image of God; and the Earth as the theater of redemptive history – and biblical themes are examined for use in constructing a theology and ethics of the environment. Ethical issues raised by population growth, resource depletion, environmental degradation and runaway technology will be considered in the light of a well-ordered Christian theology. The viability and validity of a Christian environmental ethic will be contrasted and defended against alternative environmental ethical perspectives and contemporary deformations of Christian thought. Offered fall semester of even-numbered years.

### **Evolution, Creation and the Organization of Biology**

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

### **Film, Faith and Philosophy**

A consideration of philosophic and faith issues in contemporary film, focusing on the issue of moral choice but considering other relevant aspects as well. Beginning with lectures and workshops on analyzing film techniques and moral decisions, the class will proceed by viewing and analyzing approximately eleven films by both American and foreign directors.

### **Music, Ecstasy, Trance**

Music, Ecstasy, Trance comprises a study of the interactions between music, the brain, the emotions and the spirit. The course examines the ways different cultures have viewed the role of music, the place of music in various religious traditions from Pentecostal Christianity to Shamanism, and the particular mechanisms through which music and dance effect changes in consciousness.

### **Nonviolence and Peacemaking for the 21st Century**

Violence has been endemic in human nature since the beginning, but the 20th century, with two world wars and over one hundred smaller conflicts, nuclear weapons, the holocaust, and other genocidal events, was the bloodiest in history. The events of September 11, 2001, highlighted the threat of global terrorism, which cannot be eliminated with the usual weapons and armies. This course will examine the causes of violence and offer alternatives to war based on the growing success of nonviolence, conflict resolution, and other methods of peacemaking. Research findings from the social sciences will be applied along with Biblical/theological themes, and the importance of acting as God's agents to create a world of peace and justice will be emphasized.

### **Pilgrimage to the Holy Land**

The Pilgrimage Program is a travel course to the Holy Lands of Christian traditions in the Middle East. Two different itineraries are followed depending on a variety of current conditions. The program including Israel and Egypt will focus on the history, archeology and modern politics of both countries. Additionally, the faiths and issues of Judaism,

Islam, Christianity and the Crusaders are always to the fore. The Pilgrimage Program intends to allow students to study and encounter these topics first hand and with access to local participants in those traditions. The alternate program to Turkey and Greece encompasses the same concerns but with a shift in emphasis to the Seven churches of the Revelation, the Island of Patmos and the key mission cities of Paul in these two important countries. Visits to locales in Israel/Egypt or Turkey/Greece will be supplemented by special lectures on site. Major museums and other sites of unique interest are also included.

### Reading Seminar

This course is designed to encourage critical reflection and debate on selected problems and concerns in the respective intellectual journeys of students. Within a framework of collegiality, the seminar aspires to strengthen the self-confidence and critical faculties of student participants and assist them in understanding how "structures of discernment" influence one's approach to foundational questions of human life.

### Sport in American Culture

A course designed to challenge students to analyze current theories and research in the area of sport and society from a Christian perspective. Special attention will be given to moral, ethical, racial, economic, and gender-based issues in sport, and the contribution these often controversial areas have made to the evolution of American culture.

### Text in Context

A travel course starting with classroom study and concluding with on-site application of the studied material. The aim is to experience, explore, analyze and understand the interrelation of various arts (literature, painting, sculpture, theater, music), history, environment (geographical, architectural, political) within the larger context of faith. Different countries and cities and different themes will be emphasized in different years. Possibilities include London/England, Ireland, Scotland, Italy.

### The Holocaust

The Cultural and Intellectual Background to the Holocaust focuses on reactionary writings, circa 1740-1945, that illuminate the lineage of Nazi ideology. The course asks the hard questions not generally asked, even in "Holocaust Studies": What WERE the Nazis thinking when they mass murdered Jews and other minority populations? What is the lineage of totalitarian/racist thought? What is the relationship between Nazi, eugenic, racist, and conservative thought? The course aims to transform students' understanding of one of the great enormities of the

modern world, via an advanced engagement with primary documents, as well as with secondary texts from George Mosse, George Steiner, Isaiah Berlin, and John Carey, among others.

### Understanding Love

This course will combine history, literature, political science, sociology, philosophy and theology to examine ideas of love in the western world and reflect on the ways in which love has been incorporated into social relations and spiritual aspirations from antiquity up to today. The goal is to introduce the tradition of thought about love and help form a spiritually grounded critique of contemporary ideas of love. The course will have two main parts: ancient and medieval traditions of love as aspiration to higher truth, centering on the Christian concept of charity or *caritas* and modern traditions of secular love, centering on nineteenth century romance. The goal is to use study of both traditions as a way to gain a critical grasp on the problem of love in relation to contemporary "relationships." In putting all this together the course will look at (1) Plato's formulation of classical conceptions of love, (2) biblical conceptions of love, (3) the Augustinian synthesis of these as Christian *caritas*, (4) the secularization of *caritas* in medieval traditions of courtly and marital love, (5) the refocusing of secular love in the Renaissance and Reformation as a temporal ideal of companionate marriage, (6) the development of enlightened liberalism and the invention of romantic love in the 18th and 19th centuries, and (7) the transformation of romantic love into the post-modern ideal of intimacy in "relationships."

## LANGUAGES

Any questions about placement level should be directed to the Language Department.

Language majors at Eastern must study abroad to assure a certain level of fluency and first hand experience living in the target culture. Most students go abroad for one semester; however, majors may opt to study for two semesters abroad to assure greater proficiency in the language. For future language teachers the Department recommends two semesters abroad based on the increased expectations of foreign language teachers by school districts. Only in exceptional cases of unavoidable family obligations may a student be permitted to fulfill this requirement with 6 university credits taken abroad in the summer.

Students seeking certification to teach languages must satisfy all requirements of the Commonwealth of Pennsylvania (contact the Education Department). Students are tested in the methodology of teaching languages and in oral proficiency.



## COURSE DESCRIPTIONS

### LAN 310 Introduction to Linguistics 3

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

### LAN 350 The Teaching of Modern Languages and English for Speakers of Other Languages 3

This course is designed to give students an introduction to the prominent theories and applied research in the field of second language acquisition that have informed the language teaching profession in recent years. At the same time, the course offers guidance and practice in the practical matters of teaching language courses at the K-12 level: proficiency-based instruction, lesson planning, textbook evaluation, testing, individual learning styles, materials design and use of new technologies in instruction.

### LAN 495 Internship 2-12

A supervised internship in an off-campus organization, in the United States or abroad, that is language and missions focused. Student must provide his/her own transportation and report to an on-site supervisor. A plan of work must be submitted before internship is approved and appropriate documentation must be filed with student's advisor.

## THE MINOR IN FRENCH

Eighteen hours in French which may include FRE 101-102 and 201, 202.

## COURSE DESCRIPTIONS

### FRE 101–102 Elementary French 3-3

Basic grammar, vocabulary and composition with drills in reading and conversation. Language laboratory.

### FRE 201, 202 Intermediate French 3, 3

Review of grammar and vocabulary with opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: Grade of B in 100-level course or 3+ years of high school French.

### FRE 301, 302 Conversation and Composition 3, 3

Focus on the oral use of the target language with regular student presentations, interviews and reports. The development of academic writing in the target language is stressed. Journalistic and literary readings included.

### FRE 310 French Phonetics and Phonology 3

The course is designed to help students improve their pronunciation of French while acquiring the

skill to eventually, as K-12 FL teachers, instruct their future students in the correct pronunciation of the French language.

### FRE 405 Francophone Literature 3

A selection of literature in French from Africa, Canada, and the Caribbean in all genres will be studied. Taught in French. Minimum grades of B in FRE 301, 302. Offered in alternate years.

### FRE 408 Advanced Grammar and Conversation 3

This course includes intense review of grammar, vocabulary, and idioms as well as intensive use of drills and exercises to develop competence and fluency in speaking and writing idiomatic French through conversation, debates and oral presentations. Prerequisite: Minimum grade of B in FRE 301, 302.

## German

### GER 101-102 Elementary German 3-3

Development of the four basic skills: listening, speaking, reading and writing and an introduction to German culture. This course favors a communicative approach in these four skills for language proficiency. Class attendance and the language lab are mandatory.

### GER 201, 202 Intermediate German 3,3

This course is designed for those students who have taken three or more years of high school German or have previously taken German 102 at Eastern. Students will review the grammar of more complex structures and incorporate these structures in tasks the students must do in their interaction with others in the classroom. Short literary texts help to gain knowledge of historical, political and social issues of the German society.

## Greek

### GRE 101–102 Biblical Greek 3–3

An introductory study of Biblical (Koine) Greek. Two semesters.

### GRE 201 Intermediate Greek 3

Continuing study of Biblical (Koine) Greek. Two semesters. Prerequisites: Minimum grades of C in GRE 101-102.

### GRE 301 Greek Exegesis 3

Reading, translation and exegesis of selected texts from the Greek New Testament. Prerequisite: Minimum grade of C in GRE 202 or permission of the instructor. Offered infrequently. This course counts as biblical studies electives for students who are earning a major in Biblical Studies on the Biblical Languages track.



## Hebrew

**HEB 101-102 Biblical Hebrew** 3  
An introductory study of the fundamentals of Hebrew vocabulary, morphology, and syntax. Texts from diverse time zones will be translated, including Genesis, Isaiah and Ruth.

**HEB 201 Intermediate Hebrew** 3  
Continuing study of classical Hebrew including reading and grammar. Prerequisites: Minimum grades of C in HEB 101-102.

**HEB 301 Hebrew Exegesis** 3  
Reading, translation and exegesis of selected texts from the Hebrew scriptures. Prerequisite: Minimum grade of C in HEB 202 or permission of the instructor. Offered infrequently. This course counts as biblical studies electives for students who are earning a major in Biblical Studies on the Biblical Languages track.

## Italian

**ITA 101-102 Elementary Italian** 3,3  
The course is designed for beginning students of Italian. It focuses on developing basic listening, speaking, reading, writing and comprehension skills.

## Japanese

**JPN 101-102 Elementary Japanese** 3,3  
This sequence of two elementary level courses focus on learning daily Japanese. Students practice spoken language used on real-life settings such as greetings, introducing each other, shopping, asking the date and time, talking about families and hobbies, etc. Students will practice their reading and writing by using authentic written materials such as menus in restaurants, ads in newspapers and short essays.

## Spanish

### THE MAJOR FOR THE B.A. IN SPANISH

*Cannot be combined with either the Minor in Spanish or with the Minor in Latin American Studies.*

*The following requirements are beyond the Spanish 201, 202 level.*

<b>SPA 301, 302</b>	Conversation and Composition	3, 3
<b>SPA 310</b>	Spanish Phonetics and Phonology	3
<b>SPA 401</b>	Spanish Culture and Civilization	3
<b>SPA 402</b>	Latin American Culture and Civilization	3
<b>SPA 403, 404</b>	Survey of Spanish Literature	3, 3
<b>SPA 408</b>	Advanced Spanish Syntax	3
<b>SPA 409</b>	Colonial and 19th Century Spanish-American Literature	3

<b>SPA 410</b>	Modern Spanish-American Literature	3
<i>Total Credit Hours:</i>		<u>30</u>

At least six credit hours of study abroad is required for the major. A minimum of fifteen credits for the major must be taken at Eastern.

### THE MAJOR FOR THE B. A. IN INTERNATIONAL AREA STUDIES AND BUSINESS

The International Area Studies and Business major encourages students to become global business leaders with advanced second language proficiency. This specialized training is designed to give graduates a strong foundation in business fundamentals, an in-depth knowledge of the history and culture of Mexico and the ability to use Spanish proficiently in a wide range of social and professional contexts. This major distinguishes itself from other programs in International Business because the curriculum requires students to take one year (two semester) of business, culture and language courses in Spanish at the Universidad de las Américas in Puebla, Mexico.

#### *Spanish Language Core taken at EU*

<b>SPA 201,202</b>	Intermediate Spanish*	3,3
<b>SPA 301,302</b>	Conversation and Composition	3,3
<b>SPA 310</b>	Spanish Phonetics	3
<b>SPA 402</b>	Latin American Culture and Civilization	3
<b>SPA 408</b>	Advanced Spanish Syntax	3
<i>Subtotal Credit Hours:</i>		<u>21</u>

#### *Business Core taken at EU*

<b>ACCT 107</b>	Principles of Accounting (CC 112)	3
<b>FIN 424</b>	Strategic Finance (CC 231 & CC 232)	3
<b>BUSA 102</b>	Business as a Profession (part of AD 103)	3
<b>BUSA 206</b>	Principles of Management and Leadership (AD 103)	3
<b>BUSA 221</b>	Business Statistics (AE 240)	3
<b>BUSA 311</b>	Business Ethics and Leadership	3
<b>BUSA 480</b>	Business Strategy and Policy	3
<b>ECON 203, 204</b>	Principles of Economics (EC 103)	6
<i>Subtotal Credit Hours:</i>		<u>27</u>

#### *University of the Americas, Puebla Mexico*

##### *Fall semester*

<b>AD 224</b>	Análisis de Mercados (Marketing)	3
	One Spanish Language course	3
	Two Area Studies courses in Latin American Culture	6

<i>Spring semester</i>	
<b>AD 104</b>	Comunicaciones de Negocios (Business Communication) 3
<b>AD 219</b>	Análisis del Compartamiento en las Organizaciones (Organizational Behavior) 3
<b>CC 361</b>	Administración Financiera I (Business Finance) 3
	One Area Studies course in Latin American Culture 3
<b>NI 240</b>	Administración Intercultural 3
	<i>Subtotal Credit Hours:</i> 24
 <i>Other Required Course</i>	
<b>POS 212</b>	International Relations 3
	<i>Total Credit Hours:</i> 75

**THE MINOR IN LATIN AMERICAN STUDIES**

*Cannot be combined with either the Major for the BA in Spanish or with the Minor in Spanish.*

The minor in Latin American Studies requires SPA 201,202, 301,302, 402, 409 or 410. It is recommended that two of these courses be taken abroad.

**THE MINOR IN SPANISH**

*Cannot be combined with either the Major for the BA in Spanish nor with the Minor in Latin American Studies.* Eighteen hours in Spanish may include SPA 101–102 and 201, 202. Courses taught in English will not count towards a major or minor in Spanish.

**COURSE DESCRIPTIONS**

**SPA 101-102 Elementary Spanish 3-3**  
Basic grammar and vocabulary, written and oral exercises, introductory readings. Language laboratory.

**SPA 201, 202 Intermediate Spanish 3, 3**  
Review of grammar and vocabulary with opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: Grade of B in 100-level course or 3+ years of high school Spanish.

**SPA 301, 302 Conversation and Composition 3, 3**  
Focus on the oral use of the target language with regular student presentations, interviews and reports. The development of academic writing in the target language is stressed. Journalistic and literary readings included.

**SPA 310 Spanish Phonetics and Phonology 3**  
Spanish 310 is designed to help students improve their pronunciation of Spanish while acquiring the

skill to eventually, as K-12 FL teachers, instruct their future students in the correct pronunciation of the Spanish language. Students will be introduced to the general phonetics and phonology of Spanish, will develop the ability to analyze the sound system of Spanish in the Americas, as well as Peninsular Spanish, and will explore the sound features of its principal dialects.

**SPA 401 Spanish Culture and Civilization 3**

A cultural study of the Spanish Civilization from Pre-Roman and Roman Spain, the Germanic invasions, and the Moslem occupation through Spain's glory and decline to the present place of Spain in the world. Prerequisites: Minimum grades of B in SPA 301, 302 or equivalent.

**SPA 402 Latin American Culture and Civilization 3**

A wide and comprehensive study of the geography, ethnic groups, languages, traditions, history, economics, religion, literature and art of Latin America as a necessary background to examine the present status of the contemporary Latin American republics. Prerequisites: Minimum grades of B in SPA 301, 302 or equivalent. Satisfies cultural horizons requirement.

**SPA 403, 404 Survey of Spanish Literature 3, 3**

Readings from the Medieval Epic to the present with attention to the major literary movements through reading selections from representative works. Prerequisites: Minimum grades of B in SPA 301, 302 or the equivalent.

**SPA 408 Advanced Spanish Syntax 3**

This course includes an intense review of grammar, vocabulary, and idioms as well as intensive use of drills and exercises to develop competence and fluency in speaking and writing idiomatic Spanish through conversation, debates and oral presentations. Prerequisites: Minimum grades of B in SPA 301, 302 or equivalent.

**SPA 409 Colonial and 19th Century Spanish-American Literature 3**

This course will cover some of the most notable indigenous and Spanish-American literary texts prior to the 20th century, beginning with pre-Columbian texts.

**SPA 410 Modern Spanish-American Literature 3**

This course will survey the major developments in Spanish-American literature of the 20th century to the present. Authors studied include: Darío, Azuela, Rulfo, Borges, Cortáza, Garcia Márquez, Neruda, Ferré and Poniatowska.

**SPA 420 Spanish Senior Thesis** 3  
 An honors course open to seniors. A research paper and an oral presentation on a literary theme or cultural topic is required. Prerequisite: Permission of the department.

## MATHEMATICS

### THE MAJOR FOR THE B.A. IN MATHEMATICS

<b>MATH 212,</b>	Calculus I, II, III	9
<b>213, 214</b>		
<b>MATH 240</b>	Discrete Mathematics	3
<b>MATH 324</b>	Linear Algebra	3
<b>MATH 350</b>	Advanced Calculus	3
<b>MATH 422</b>	Seminar	2

*Choose two of the following three courses:* 6

<b>MATH 404</b>	Real Analysis	
<b>MATH 414</b>	Abstract Algebra	
<b>MATH 415</b>	Topology	
<b>MATH</b>	Four MATH electives beyond MATH 240 (excluding MATH 410)	12

#### Other Required Courses

<b>CSC 200</b>	Introduction to Programming (C++)	3
<b>PHYS 101,102</b>	Introduction to Physics	8
	<i>Total Credit Hours</i>	<u>49</u>

*Recommended: A minor in another subject, such as astronomy, business, chemistry, information technology or philosophy.*

### THE MINOR IN MATHEMATICS

Eighteen hours to include MATH 212, 213, 214, and nine credits from MATH 240, 300, 324, 350, 404 or 414.

### COMPUTER SCIENCE COURSE DESCRIPTIONS

**CSC 150 Problem Solving With Computers** 3  
 This course will teach students the skills of problem solving and algorithmic thinking. Topics include web development using HTML and scripting, the internet, UNIX, and some work in application software such as spreadsheets and databases.

**CSC 200 Introduction to Computer Programming** 3  
 An introduction to computer programming using the C++ language. The course will teach the concepts of problem solving and procedural design, and will introduce object-oriented programming through the use of C++. Students will learn to design, code, test, debug and document computer programs.

### MATHEMATICS COURSE DESCRIPTIONS

**MATH 103 Mathematical Ideas** 3  
 The objectives of this course are to develop an appreciation for mathematics, to provide an insight into the methods of reasoning used by mathematicians, and to discuss its historical development. It is intended for the liberal arts student who has had little contact with mathematics, and elementary and secondary education majors.

**MATH 150 Pre-calculus** 3  
 An in-depth study of functions and graphical analysis, including trigonometric, inverse trig, exponential, logarithmic, polynomial, and rational functions. The binomial expansion will be developed. A student who has successfully taken calculus in high school may not take this course for credit.

**MATH 212 Calculus I** 3  
 This first semester calculus course will introduce topics in the differentiation and integration of functions of one variable. These topics include limits, continuity, differentiation, integration, the mean value theorem and the fundamental theorem of calculus. Prerequisite: adequate preparation in trigonometry and analytic geometry.

**MATH 213 Calculus II** 3  
 This second semester calculus course continues the development of single variable calculus. Topics include applications of integration, integration techniques and infinite series. Prerequisite: Minimum grade of C in MATH 212. Offered every spring.

**MATH 214 Calculus III** 3  
 This third semester calculus course introduces the concepts of three-dimensional space and calculus of several variables, including partial differentiation and multiple integrals. Prerequisite: Minimum grade of C in MATH 213. Offered every fall.

**MATH 220 Statistics for the Social and Behavioral Sciences** 3  
 Meaning, purposes and processes of statistical methods; selection of representative, parallel or equivalent groups; graphic representation; measures of central tendency; variability; normal distribution; probability; binomial coefficient; random sampling; confidence levels; inference; t-test, analysis of variance; chi square; correlation; Man-Whitney U Test. Theory and practice application of above operations with use of computer where applicable. *This course does not count toward the requirements for the major or minor in mathematics.*

**MATH 240 Discrete Mathematics** 3  
 This course develops basic symbolic logic and proof techniques, and introduces students to discrete structures including sets, relations, functions, matrices and graphs. Also includes an introduction to combinatorics and other mathematical topics related to the study of computer science. Prerequisite: Math SAT score of 480 or better. Offered every spring.

**MATH 300 Differential Equations** 3  
 A study of first-order and linear differential equations, linear systems and Laplace transforms. Prerequisite: Minimum grade of C in MATH 213. Offered fall of alternate years.

**MATH 324 Linear Algebra** 3  
 An introductory course in linear algebra. Topics include linear equations, matrices, determinants, eigenvalues, linear transformations and vector spaces. Offered every fall.

**MATH 350 Advanced Calculus** 3  
 A rigorous development of multivariable calculus and vector analysis. Topics include Green's, Stokes' and Gauss' theorems; vector fields; transformations and mappings. Prerequisite: Minimum grade of C in MATH 214. Offered in spring.

**MATH 402 History of Mathematics** 3  
 A survey of how mathematics has developed over the past 5000 years, beginning with the origin of math in the ancient civilization of antiquity progressing through the twentieth century. Considerable prominence is given to the lives of the people responsible for progress in the mathematical enterprise. The course will concern itself primarily with mathematical content.

**MATH 404 Real Analysis** 3  
 This course provides an axiomatic construction of the real number system. Topics include sequences, Cauchy sequences, metric spaces, topology of the real line, continuity, completeness, connectedness and compactness, convergence and uniform convergence of functions, Riemann integration. Prerequisite: Minimum grade of C in MATH 213. Offered fall of alternate years.

**MATH 407 Geometry** 3  
 A study of Euclidean geometry and the axiomatic method, with an introduction to non-Euclidean geometries and Hilbert's axioms.

**MATH 410 Teaching of Mathematics**  
**—Secondary Level** 3  
 A variety of activities to facilitate the development of competent mathematics teachers and knowl-

edge related to the development and implementation of strategies for teaching mathematics. These activities include the use of technology in the classroom as well as teaching benefits of both pure mathematics (as it relates to the development of analytical thinking) and applied mathematics with some treatment of word problem solving. Offered spring of alternate years.

**MATH 414 Abstract Algebra** 3  
 The properties of formal systems such as groups, rings and fields. The approach is axiomatic. Prerequisite: Minimum grade of C in MATH 240. Offered fall of alternate years.

**MATH 415 Topology** 3  
 An introduction to topology. This course provides a basic introduction to the definitions and concepts of point set topology, and a brief introduction to algebraic topology (homotopy and the fundamental group).

**MATH 422 Seminar** 2  
 Study in the current literature and problems of mathematics. Prerequisite: senior standing.

## **MISSIONS AND ANTHROPOLOGY**

### **THE MAJOR FOR THE B.A. IN MISSIONS AND ANTHROPOLOGY**

<b>ANTH 101</b>	Cultural Anthropology	3
<b>ANTH 201</b>	People in Places	3
<b>ANTH 251</b>	The Discovery of Foreign Worlds	3
<b>ANTH 320</b>	Language and Culture	3
<b>ANTH/MIS</b>	Elective	3
<b>MIS 100</b>	Introduction to Christian World Missions	3
<b>MIS 220</b>	Biblical Perspectives on Missions	3
<b>MIS 310</b>	Missionary Anthropology: Theory and Practice	3
<b>MIS 420</b>	Contemporary Issues in Missions and Anthropology	3

*Choose one of the following:* 3

<b>BIB 265</b>	Biblical Hermeneutics
<b>BIB 322</b>	Paul: His Life, Letters and Theology
<b>BIB 340</b>	Studies in the Synoptics Gospels and Acts
<b>BIB 390</b>	Hebrews and the General Epistles
<b>BIB 410</b>	John: The Spiritual Gospel

*or a course on a book of the New Testament*

*Subtotal Credit Hours:* 30

### Anthropology Concentration

ANTH 102	Introduction to Archeology	3
ANTH 103	Physical Anthropology	3
ANTH 301	Christians, Anthropology, and Economic Systems	3
ANTH 395	Field Experience	3
ANTH 401	Ideas in Anthropology	3
	<i>Subtotal Credit Hours:</i>	<u>15</u>

### Missions Concentration

ANTH 310	Comparative Religions	3
MIS 200	Expansion of the World Christian Movement	3
MIS 395	Intercultural Field Experience	3
MIS 401	Ideas in Missiology	3
THEO 240/ HON 202	Theological Thinking	3
	<i>Subtotal Credit Hours:</i>	<u>15</u>
	<i>Total Credit Hours:</i>	<u>45</u>

#### *Other Requirements:*

Cultural Horizons requirement must be filled by an INST 213-218 or MUS 250.

Theology core requirement must be filled by THEO 210.

### THE MINOR IN ANTHROPOLOGY

Eighteen credits, to include ANTH 101; 102 or 103; 251; 320 plus two ANTH or INST 213-218 as electives.

### THE MINOR IN MISSIONS

Twenty-one hours of Missions courses including MIS 100, 200, 220, 310 and ANTH 101. May include Missions-related courses, ANTH or an INST 213-218 course.

### ANTHROPOLOGY COURSE DESCRIPTIONS

**ANTH 101 Cultural Anthropology 3**  
This course is a survey of the field of cultural anthropology. The class will compare and contrast cultures around the world, discussing topics such as: the nature of culture, race and ethnicity, making a living in the environment, gender and marriage, family and kinship, stratification and poverty, political and economic systems, language, culture and personality, religion, the arts and world views. A Christian framework will provide the means of determining both the value and limits of cultural relativism.

**ANTH 102 Introduction to Archeology 3**  
This course will study the procedures and methods of archaeology and studies of the material

remains of cultures such as tools, ceramics, fibers, wood, bone and antler, stone, burials, housing. In many instances students will have opportunities for hand-on examination, analysis and even replication. Theoretical approaches of cultural functionalism, cultural materialism and cultural ecology; the applications of archaeology to both physical and cultural anthropology; and ethical matters pertaining to the practice of archaeology will be covered. Prerequisite: Minimum grade of C in ANTH 101.

**ANTH 103 Physical Anthropology 3**  
Physical anthropology, or biological anthropology, includes such concerns as human genetics, disease, race and environmental adaptations, and the search for human origins in the fossil record. Though this course approaches the question of human origins from a Christian and Biblical point of view, students will be expected to become familiar with a variety of origin models, and with the tools to evaluate them. Prerequisite: Minimum grade of C in ANTH 101.

**ANTH 201 People in Places 3**  
Cultural geography deals with the ways in which different cultures adapt to, use, and affect the landscape. Topics include cultural perceptions of the environment, the variety of cultural adaptations, technological levels and exploitative strategies, the origin and spread of cultures, the geography of settlement types, and the human impact on ecology. In practical terms, the student, armed with geography's organizing principles and skills, will be better able to make wise personal and societal decisions about using the environment and will be of more help in resolving conflicts among competing values and groups.

**ANTH 210 Race and Ethnicity 3**  
The course will begin by examining the validity of the concept of race. Does it exist biologically? And if not, why do people around the world make use of this notion? The latter question will bring us to a discussion of ethnicity and of how people make use of cultural symbols to mark themselves or others off as distinct groups. Our perspective will be global, so we will examine issues of race and ethnicity not only for our own culture but for Africa, India, and many other cultures.

**ANTH 251 The Discovery of Foreign Worlds 3**  
This course is based on the premise that exposure to and knowledge of a variety of human cultures is essential to mastering a working knowledge of cultural anthropology. Through reading and discussing classic ethnographic writings, students will become familiar with the ethnographic process and with the cultures analyzed in the



literature. Students will read from both assigned and elective writings and will prepare an ethnographic report for class presentation that will demonstrate the use of one or more research methods. Prerequisite: ANTH 101.

**ANTH 301 Christians, Anthropology and Economic Systems** 3

This course is an anthropological survey of production and exchange systems from a Christian perspective. Along with the data from the field on different types of economies, we will investigate underlying principles and ethics that are the bases for human economic and social interaction. Particularly, our concern will be with revealing the ethic of reciprocity found in all human societies in either overt or covert forms. Ultimately, we will analyze and critique the modern market economy and propose ways to live as Christians "in it and yet not of it."

**ANTH 310 Comparative Religions** 3

This course will examine practiced religions around the globe from an anthropological perspective. Magic, ritual, healing, prayer, religious leadership, myth, formal belief systems and religious changes will be discussed. The relationship between world and traditional religions will be analyzed as well. Our purpose will be to reveal the beauty of the Christian faith and to demonstrate what this faith has to offer to others, both in affirming God's previous work in a culture and in speaking boldly the Good News of Jesus Christ.

**ANTH 320 Language and Culture** 3

Language and culture, or ethnolinguistics, examines the relationship between the cognitive categories of language and the worldview of culture. Anthropologists have long investigated this relationship as they have done fieldwork in remote places, often learning languages never before encountered by Westerners. This course will approach the field of ethnolinguistics from the perspective of its usefulness for language learning, for identification of a culture's core values, and for contextualization of the message of the Bible.

**ANTH 401 Ideas in Anthropology** 3

Anthropological explanations for the nature of human social and cultural life have varied greatly. We will survey the history of anthropological theories, including theories in cultural evolution, rationalism, functionalism, semiotics and psychology. Our aim will be to understand the interrelated nature of various aspects of culture and to witness ways in which Christian transformation can bring about appreciation for traditional ways as well as radical change. Prerequisite: ANTH 101.

**MISSIONS COURSE DESCRIPTIONS**

**MIS 100 Introduction to Christian World Missions** 3

A comprehensive introduction to the World Christian Movement as it is involved in mission. The course provides a systematic and critical understanding based on biblical foundations, historical developments, cultural issues and strategic approaches. Emphasis on what has happened and is happening to complete the task of world evangelization.

**MIS 200 Expansion of the World Christian Movement** 3

An analysis of the dynamics of the growth of the Christian movement from the Apostolic era to the present day. Special attention is given to the major leaders in evangelization of new peoples and nations and to the diverse structures of mission outreach.

**MIS 220 Biblical Perspectives on Missions** 3

Old and New Testament perspectives which illuminate the nature and meaning of missions today. The Kingdom and people of God are explored along with the missionary nature of the Apostolic Church. Prerequisites: Minimum grades of C in BIB 101, 102.

**MIS 310 Missionary Anthropology** 3

This course presents anthropological models of cross-cultural ministry, addressing theoretical and practical concerns. Topics include: Christianity and culture, cross-cultural interpretation of the Bible and the Gospel, contextualization of theology, and the missionary role, gifts and calling, support networks, ministry goals, leadership skills, second language acquisition, and models of interpersonal, ethical and spiritual reconciliation. Prerequisite: MIS 100.

**MIS 395 Field Experience** 1-3

Supervised participation in the field efforts of a Christian missions organization that involves direct ministry responsibilities appropriate to the individual's level of prior experience. Typically, such placement will require one to cross a significant cultural boundary.

**MIS 401 Ideas in Missiology** 3

This course will consider the development of missiological thought from the first world conferences of mission to the present. We will survey missiological ideas, including contextualization, globalization, ecumenicism, as well as responses to pluralism, and neo-colonialism among others. Most importantly we will consider varying understand-



ings and contemporary conclusions concerning the nature and task of mission. The relevance of mission both for the present and the future will be emphasized. Prerequisite: MIS 100

**MIS 420 Contemporary Issues in**

**Missions and Anthropology** 3  
This course is a senior seminar synthesizing missiological and anthropological issues and developments as they apply to the 21st century context. It presumes the interpenetration of biblical studies, missiological theories, and ethnographic and ethnolinguistic processes. Both nonWestern and Western approaches to understanding the missio Dei (the mission of God) will be considered in the context of the history of the growth of God's Kingdom. Prerequisite: ANTH 401 or MIS 401.

**MUSIC**

Audition Required.

**THE MAJOR FOR THE B.A. IN MUSIC**

Core courses required for all concentrations:

<b>MUS 101</b>	Music Skills (may be exempt by examination)		3
<b>MUS 104, 203, 204, 304</b>	Musicianship I, II, III, IV	3, 3, 3, 3	
<b>MUS 302</b>	Introduction to Composition, Orchestration and Arranging		3
<b>MUS 305, 306, 405</b>	Music Connections I, II, III	3, 3, 3	
<b>MUS 381</b>	Instrumental Conducting and Procedures		2
<b>MUS 382</b>	Choral Conducting and Procedures		2
<b>MUS 105, 106</b>	Piano Class I, II (may be exempt by examination)		1, 1
<b>MUS 125, 126</b>	Voice Class I, II (may be exempt by examination)		1, 1
	Ensemble		6
	<i>Subtotal Credit Hours:</i>		<u>35-41</u>

**GENERAL CONCENTRATION**

<b>Applied Major</b>	(Private lessons in student's performing medium)		8
<b>Senior Recital</b>			0
<b>Music electives</b>			6
<b>MUS 999</b>	Music Recital and Repertory		0
	<i>Subtotal Credit Hours:</i>		<u>14</u>
	<i>Total Credit Hours:</i>		48-55

Note: Voice majors must take Vocal Diction: Italian, Latin and English, German, and French to satisfy four credits of music electives.

**MUSIC EDUCATION CONCENTRATION**

All Teaching Concentration students must elect SPA 101-102 for satisfaction of the Core Curriculum Language requirement for the Bachelor of Arts. Refer to the Education section for additional requirements and information.

<b>Applied Major</b>	(Private lessons in student's performing medium. Voice majors take MUS 137, 138, 237, 238 plus 10 credits of voice lessons)		14
<b>MUS 173, 174</b>	String Instruments I, II		1, 1
<b>MUS 250</b>	Music in World Cultures		3
<b>MUS 273, 274</b>	Woodwind Instruments I, II		1, 1
<b>MUS 333, 334</b>	Elementary /Secondary Music Methods and Materials		3, 3
<b>MUS 371, 372</b>	Brass Instruments I, II		1, 1
<b>MUS 440</b>	Senior Recital		0
<b>MUS 473</b>	Percussion Class		1
	<i>Subtotal Credit Hours:</i>		<u>30</u>

Professionally related courses:

<b>EDU 200</b>	Social and Philosophical Foundations of Modern Education		3
<b>EDU 201</b>	Introduction to Special Education		3
<b>EDU 207</b>	Child, Adolescent and Educational Development		3
<b>EDU 250</b>	Field Experience		3
<b>EDU 303</b>	Education and Assessment of Exceptional Students		3
<b>EDU 403</b>	Reading Strategies for Middle and Secondary Content Area		3
<b>EDU 405</b>	Classroom Procedures and Teaching Techniques for Multi-handicapped		3
<b>EDU 410</b>	Student Teaching		12
<b>EDU 412</b>	Teaching English as a Second Language		3
<b>EDU 420</b>	Practicum		3
	<i>Subtotal Credit Hours:</i>		<u>39</u>
	<i>Total Credit Hours:</i>		103-110

NOTE: Teaching Concentration may require an extra semester due to student teaching requirements. Also, please refer to the Education Department section of the catalog for additional requirements and information.

**CHURCH MUSIC CONCENTRATION**

<b>Applied Major</b>	(Private lessons in student's performing medium. Voice majors take MUS 137, 138, 237, 238 plus 12 credits of voice lessons)		16
<b>Applied Minor</b>	(Private lessons in student's secondary performing medium)		4
<b>MUS 351</b>	Church Music Repertoire		2

MUS 352	The Philosophy and Administration of Music Ministry	2
MUS 411	The History and Practice of Christian Worship	2
MUS 412	Hymnology	2
MUS 415	Graded Choir Methods and Materials	2
MUS 440	Senior Recital	0
MUS 441, 442	Church Music Internship I, II	1, 1
	<i>Subtotal Credit Hours:</i>	<u>32</u>

*Professionally related courses:*

THEO 210	Foundations of Christian Spirituality	3
THEO 240	Theological Thinking (or equivalent)	3
THEO	Theological Studies elective	3
	<i>Subtotal Credit Hours:</i>	<u>9</u>
	<i>Total Credit Hours:</i>	<u>75-82</u>

**COMPOSITION/ELECTRONIC MUSIC CONCENTRATION**

MUS 145	Electronic Music	2
MUS 223, 224	Composition I, II	2, 2
MUS 323, 324	Composition III, IV	2, 2
MUS 423, 424,	Composition V, VI,	2, 2
MUS 434	Writing for Instruments	3
MUS 438	Music Career Management	2
MUS 440	Senior Recital	0
MUS 461, 462	Apprenticeship I, II	1, 1
	<i>Subtotal Credit Hours:</i>	<u>21</u>
	<i>Total Credit Hours:</i>	<u>55-62</u>

**PERFORMANCE CONCENTRATION**

*(This concentration requires the successful completion of an audition near the end of the second semester of private study.)*

<b>Applied Major</b>	(Private lessons in student's performing medium. Voice majors take MUS 137, 138, 237, 238 plus 18 credits of voice lessons)	22
<b>Junior Recital</b>		0
<b>Senior Recital</b>		0
MUS 157, 158	Chamber Music	1, 1
MUS 437	Pedagogy and Literature	2
MUS 438	Music Career Management	2
	<i>Subtotal Credit Hours:</i>	<u>28</u>
	<i>Total Credit Hours:</i>	<u>62-69</u>

**THE MINOR IN MUSIC**

MUS 101, 104, 203, 204; FA 110; 4 credits of electives (7 credits if exempt from MUS 101) from Music history and conducting courses. Music electives may include 1 credit from MUS 105, 106, 125, 126, 155, 156 and no more than 2 credits of ensemble.

**COURSE DESCRIPTIONS**

**MUS 101 Music Skills 3**

A course designed to introduce the student to the elements of music, these being melody, harmony, rhythm and form. Emphasis will be placed on developing aural and visual skills so that the student will be able to sight sing and read music. Computer instruction will be included. This course also prepares the student for Musicianship I, offered in spring. Priority to music majors.

**MUS 104 Musicianship I 3**

A course designed to develop the aural, performing and analytical skill of the student. Compositional skills are studied and practiced and the ability to sight sing and take dictation is developed through exercise in and out of class. Included will be music materials from the 17th and 18th centuries as well as the 20th century. Prerequisite: Minimum grade of C in MUS 101 or demonstrated proficiency in treble and bass clef reading as approved by the instructor. Meets four hours weekly including MUS 104L Musicianship I Lab. Will fulfill the non-lab portion of the Natural Science core requirement.

**MUS 105 Piano Class I 1**

A course designed to acquaint the student with the skills necessary for beginning piano study. This course is part of a two-semester sequence designed to prepare students for the keyboard proficiency exam. Priority to music majors.

**MUS 106 Piano Class II 1**

A course designed to lead the student to keyboard proficiency. The course consists of weekly classes during which individual students will be given instruction at the keyboard. Each student will develop his/her repertoire and monitor his/her own growth as a pianist. Students must have taken Piano Class I or have equivalent performance ability, as approved by the course instructor.

**MUS 125, 126 Voice Class I, II 1, 1**

A course designed to assist the student in the development and basic techniques of the singing voice, to give the student a knowledge of proper vocal production and to begin his/her own progress. This course is for non-voice majors. It is required of non-voice concentration majors in music education.

**MUS 137 Vocal Diction: Italian 1**

The first of the four-semester sequence covering the principles of accurate pronunciation in specified languages. Intended for the music student's first and second year of vocal study, the courses instruct the student of voice on the basic skills in International Phonetic Alphabet (IPA). The first

semester introduces students to the basic principles of the IPA and Italian diction. The second semester continues the study of IPA in Latin and English. The third semester continues to promote diction skills in the German language. The fourth semester completes the course sequence in the study of French diction. Students must take the sequence in chronological order and must study private voice during each semester.

**MUS 138 Vocal Diction: Latin and English** 1  
The second of the four-semester sequence covering the principles of accurate pronunciation in Latin and English. The third semester continues to promote diction skills in the German language. The fourth semester completes the course sequence in the study of French diction. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUS 137.

**MUS 145 Electronic Music** 2  
This course is designed to provide the basic skills necessary for the successful use of the electronic music studio and its related software and audio equipment. The course is specifically intended for the inexperienced student.

**MUS 155 Guitar Class** 1, 1  
This class is taught on three levels:

**Basic** - for beginners who will learn the fundamentals of guitar as applied to praise music and folk/pop. The course covers basic playing techniques, cords, strumming patterns, and assembling a large song list.

**Intermediate** - For those who have completed Basic Guitar I and II, or who are comfortable playing the guitar's basic cords. This class will seek to advance guitar skills for the playing of praise and worship guitar, including: assembling a large praise song list, learning about the history and theology of hymns and praise songs, practicing strum and fingerpicking patterns, and basic music theory. Techniques are applicable to various styles of music.

**Advanced** - For those who have completed Intermediate Guitar I and II, or have comparable skills, this class will focus on solo and classical guitar techniques. Areas covered are scales, counterpoint, theory, practice strategies, and repertoire.

**NOTE:** *Students must have taken 155 or have equivalent performance ability as approved by course instructor in order to take 156.*

**MUS 157, 158 Chamber Music** 1, 1  
An ensemble course designed for more advanced performers to explore the repertoire for various

small groupings of instruments and voices. Such groupings may include brass, woodwinds, strings, percussion and various keyboard instruments. Participants will be coached by a faculty member and encouraged to perform.

**MUS 165, 166 Vocal Ensembles** 1, 1  
The University Choir provides intensive training in all aspects of choral singing. All students who enroll in University Choir assume the obligation to participate in touring choir if selected. Turning Point is a small touring ensemble giving approximately 20 concerts a semester in churches and schools. Women's Chorale is designed to explore and develop repertoire of all styles. Repertoire is drawn from sacred and secular sources. Both semesters must be taken to earn credit. Angels of Harmony is a Gospel choir committed to ministry and diversity. The repertoire includes the richness of African-American heritage coupled with contemporary Black Gospel music. This group performs throughout the tri-state area during the academic year. All ensembles are open to all students by audition.

**MUS 168 Touring Choir** 0-1  
The touring choir is selected from University Choir members by the director during the fall semester. Students selected for touring choir are expected to participate in rehearsals and a limited number of performances during the fall even though no credit is awarded for the fall semester. Students who participate in the fall and who fulfill their performance obligations in the spring, including any University Choir performance at Spring Commencement, may receive one hour credit in the spring semester. Note: An activity credit.

**MUS 173, 173L String Instruments I** 1, 0  
A course designed to prepare the prospective music teacher to teach violin and viola in the elementary and secondary public school environments. This course is the first of a two-semester sequence in string instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies.

**MUS 174, 174L String Instruments II** 1, 0  
A course designed to prepare the prospective music teacher to teach cello and string bass in the elementary and secondary public school environments. This course is the second of a two-semester sequence in string instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Minimum grade of C in String Instruments I or equivalent professional competency. Offered every three years. Lab fee applies.

**MUS 191, 192 Instrumental Ensembles 1, 1**  
 One-year activity courses. Both semesters must be taken to receive credit. Eastern Orchestra, Eastern Winds, Eastern Jazz Ensemble, Flute Ensemble, and Eastern Strings are ensembles comprised of players interested in repertoire of various performing forces. The ensembles perform on and off campus. All ensembles are open to all students by audition.

**MUS 195, 196 Private Lessons 1, 2 or 3**  
 Instruction with emphasis on correct performance techniques. A minimum of four hours practice per week is assumed for each credit taken. Private lessons may be taken each semester the student is enrolled. Non-majors may take private lessons for credit. Registration through Music Office. Note: Not an activity credit. See course fees.

Bass Trombone	Organ
Bassoon	Percussion
Clarinet	Piano
Computers in Music	Saxophone
Double Bass	Trombone
Flute	Trumpet
French Horn	Tuba
Guitar	Viola
Harp	Violin
Oboe	Violoncello
	Voice

**MUS 203 Musicianship II 3**  
 A continuation of the study of musical materials and structures, progressing through the tonal systems of the 18th through 20th centuries. Listening skills of harmonic, melodic and rhythmic dictation as well as sight singing skills are emphasized. Designed to develop in the student an understanding of larger forms and various tonal systems. Included is music from various cultures. Meets four hours weekly including MUS 203L Musicianship II Lab. Prerequisite: Minimum grade of C in MUS 104.

**MUS 204 Musicianship III 3**  
 A course designed to examine chromatic harmony and modulation. The course also will introduce counterpoint, with emphasis on the 18th century. Included will be analysis, transcription and composition. Sightsinging and ear training are also a regular part of this course. Meet four hours weekly including MUS 204L Musicianship III Lab. Prerequisite: Minimum grade of C in MUS 203.

**MUS 223, 224 Composition I, II 2, 2**  
 Composition I is an introduction to composition through private instruction. Prerequisite: Minimum grade of C in MUS 104.

Composition II is a continuation of private study in composition. Prerequisite: Minimum grade of C in MUS 203.

**MUS 237 Vocal Diction: German 1**  
 The third of the four-semester sequence covering the principles of accurate pronunciation in German. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUS 138.

**MUS 238 Vocal Diction: French 1**  
 The fourth of the four-semester sequence covering the principles of accurate pronunciation in French. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUS 237.

**MUS 250 Music in World Cultures 3**  
 This course is an exploration into the music of various ethnic groups in their cultural contexts. It will examine basic assumptions about the study of music, both within and outside an academic setting, and the relationship between music and society. Basic knowledge of music is an asset, but not a requirement. This course fulfills the Cultural Horizons core requirement.

**MUS 273, 273L Woodwind Instruments 1, 0**  
 A course designed to prepare the prospective music teacher to teach flute, clarinet, and saxophone in the elementary and secondary public school environments. This course is the first of a two-semester sequence in woodwind instrument performance and pedagogy. The performance component will include proper embouchure development, posture, developing a characteristic sound, a variety of articulations, tuning and intonation, and range. Techniques for teaching each of the above-mentioned performance skills, diagnostic and prescriptive skills, and selection and care of the instruments and their accessories will comprise the course's pedagogical element. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies

**MUS 274, 274L Woodwind Instruments II 1, 0**  
 A course designed to prepare the prospective music teacher to teach oboe and bassoon in the elementary and secondary public school environments. This course is the second of a two-semester sequence in woodwind instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Grade C or better in Woodwind Instruments I or equivalent professional competency. Offered every three years. Lab fee applies.

**MUS 302 Introduction to Composition, Orchestration and Arranging** 3  
A study of the basic elements of music in various contexts for the purpose of understanding and creating original and adapted works of music. Designed to equip the student with skills to compose and develop musical ideas. Included will be arranging and orchestration with consideration of theological assumptions of musical creativity.

**MUS 304 Musicianship IV** 3  
A course introducing the harmony of jazz and popular music and other modern music theories. This course will include sight singing and ear training as well as work in the electronic music studio. Meets four hours weekly including MUS 304L Musicianship IV Lab. Prerequisite: Minimum grade of C in MUS 204.

**MUS 305 Music Connections I** 3  
A course designed to familiarize the student with the music of Baroque, Renaissance and Medieval periods. Included will be independent and group research and class presentations. An interdisciplinary approach to music history is expected with examination into concurrent social, theological, philosophical and artistic developments.

**MUS 306 Music Connections II** 3  
A course designed to examine the music of the Classical and Romantic periods. Included will be an interdisciplinary approach to the concurrent developments in society, theology, philosophy and art. Composers, program music, symphony, chamber music, opera, church music, lieder, and music for the piano will be studied and analyzed. The student will be responsible for independent and group research and class presentation. Prerequisite: Minimum grade of C in MUS 305.

**MUS 323, 324 Composition III, IV** 2, 2  
Intermediate study of composition structured as private lessons. Each course requires a minimum grade of C in the prior course.

**MUS 333 Elementary Music Methods and Materials** 3  
A course designed to familiarize and equip the student with those techniques which are necessary for teaching music in the elementary and middle school setting. The course will aid the future teacher in formulating a logical and sequential teaching approach. Emphasis will be given to philosophy and methods.

**MUS 334 Secondary Music Methods and Materials** 3  
A course designed to familiarize and equip the student with those techniques which are necessary for

teaching music in the high school setting. The course will aid the future teacher in formulating a logical and sequential teaching approach. Emphasis will be given to philosophy and methods.

**MUS 340 Junior Recital** 0  
A program of prepared repertoire demonstrating the performing achievement of the student.

**MUS 351 Church Music Repertoire** 2  
A course designed to provide an exposure to the large body of music literature that comprises the heritage and diversity of the Christian Church. Music will be drawn from European, Anglo and African-American church music. Offered in fall, even years.

**MUS 352 The Philosophy and Administration of Music Ministry** 2  
A course designed to prepare the church music major for the varied tasks of music leadership in the Church. Included will be development of bibliography, appropriate computer programs, management and ministry principles and music resources. Exposure to different models of music in the Church and methodology for implementation. Offered in spring, even years.

**MUS 371, 371L Brass Instruments I** 1, 0  
A course designed to prepare the prospective music teacher to teach trumpet and French horn in the elementary and secondary public school environments. This course is the first of a two-semester sequence in brass instrument performance and pedagogy. The performance component will include proper embouchure development, posture, developing a characteristic sound, a variety of articulations, tuning and intonation, and range. Techniques for teaching each of the above-mentioned performance skills, diagnostic and prescriptive skills, and selection and care of the instruments and their accessories will comprise the course's pedagogical element. The course will include one lecture section and one lab section per week. Offered every three years. Lab fee applies.

**MUS 372, 372L Brass Instruments II** 1, 0  
A course designed to prepare the prospective music teacher to teach trombone, baritone, and tuba in the elementary and secondary public school environments. This course is the second of a two-semester sequence in brass instrument performance and pedagogy. The course will include one lecture section and one lab section per week. Prerequisite: Grade C or better in Brass Instruments I or equivalent professional competency. Offered every three years. Lab fee applies.



**MUS 381 Instrumental Conducting and Procedures** 2

A course designed to deal with techniques particular to instrumental work, such as baton technique, score reading and preparation. The course includes organization and administration of bands and orchestras. Practice conducting will be in both class and ensemble situations. This will be an advanced survey of the important conducting techniques, gaining an in-depth knowledge of beat patterns, expressive gestures, tuning, balance, ensemble, entrance and release, embellishments, clefs and mastery of the full score. Prerequisite: Minimum grade of C in MUS 204.

**MUS 382 Choral Conducting and Procedures** 2

A course that includes developing the techniques of beat pattern, entrances and releases, cueing, score preparation and rehearsing. Included is choral interpretation and vocal production, selection of materials, organization and administration of choral groups. This course will also include conducting in class and ensemble situations. Prerequisite: MUS 381.

**MUS 405 Music Connections III** 3

A course designed to acquaint the student with the music of the 20th century. It will consist of the study of classical, jazz and popular music and an examination of significant developments in the music of popular culture and "high" or aesthetic culture. Major composers, compositions and performers will be examined through writings, recordings and concerts. Prerequisite: Minimum grade of C in MUS 306.

**MUS 411 The History and Practice of Christian Worship** 2

A course designed to assist students in developing an understanding of the history and traditions of Christian worship and to introduce methods of worship planning and practices. Students will be encouraged to examine music and worship practices and to evaluate ongoing developments. Offered in fall, odd years.

**MUS 412 Hymnology** 2

A course dealing with the development of the hymn form from the early church to the modern period. Included will be discussion of theological and sociological influences that affected hymn writing and hymn tune composition. Offered in spring, odd years.

**MUS 415 Graded Choir Methods and Materials** 2

A course designed to examine the repertoire and techniques for developing a multi-choir church

music program based on classifications of age and educational level. Primary emphasis is on choral activities with secondary inclusion of instrumental resources.

**MUS 423, 424 Composition V, VI** 2, 2

Advanced study of composition structured as private lessons. Each course requires a minimum grade of C in the prior course.

**MUS 434 Writing for Instruments** 3

Writing for Instruments is an advanced orchestration course. The course is designed to familiarize the student with principles of writing involving strings, woodwinds, brass, percussion, and to a lesser extent, world instruments and experimental and unconventional sound making objects. Ranges, sound properties, performance techniques, and notation will be included.

**MUS 437 Pedagogy and Literature** 2

The course will be offered in conjunction with private study. Methods of private teaching and repertoire development will be examined. Will include observation and teaching.

**MUS 438 Music Career Management** 2

A course designed to assist the music performance major in planning a performing career/ministry. Artistic representation, audition and competition preparation will be explored. Legal issues and grant request writing will be included.

**MUS 440 Senior Recital** 0

A program of prepared repertoire demonstrating the performing achievement of the student. The recital length will be thirty minutes for those whose concentration is Music Education; sixty minutes for all other concentrations.

**MUS 441, 442 Church Music Internship I, II** 1, 1

A course designed to provide professional mentoring and apprenticeship in local churches with active music ministries.

**MUS 461, 462 Apprenticeship I, II** 1, 1

A course designed to provide professional monitoring and apprenticeship in student's major area of music.

**MUS 473, 473L Percussion Instruments** 1, 0

A course designed to introduce the student to the instruments and performing and teaching techniques of the percussion family. Includes class instruction for music majors in the fundamentals of the percussion instruments. The course will include one lecture session and one lab section per week. Lab fee applies.



**MUS 999 Music Recital and Repertory** 0  
 This required non-credit course reserves Mondays from 3:00-3:50 p.m. for professional concerns such as recitals, repertoire classes, master classes, and departmental meetings. Each semester, all students majoring in music are required to register for MUS 999 Music Recital and Repertory.

## PHILOSOPHY

### THE MINOR IN PHILOSOPHY

PHI 200, 211, 301, 302 and six additional elective hours in Philosophy.

### COURSE DESCRIPTIONS

**PHI 200 Introduction to Philosophy** 3  
 A problem-oriented course designed to acquaint the student with philosophical thinking as a mode of inquiry. Historical and contemporary problems are investigated.

**PHI 210 Medical Ethics** 3  
 An introduction to the basic principles of medical ethics integrated with a practical exploration of famous cases and familiar issues such as abortion, stem cell research, organ transplants, the Schiavo case, living wills and health care reform.

**PHI 211 Faith and Philosophy** 3  
 A course on learning to reason about matters of faith. Topics may include classic arguments for the existence of God, the rationality of believing without "proof," and theistic responses to the problem of evil.

**PHI 220 Introduction to Logic** 3  
 Focus on learning the art of critical thinking and its application to the kinds of arguments found in everyday life (e.g., in newspapers). Attention will be given to informal fallacies and to elementary formal logic (the sentential calculus).

**PHI 301 Ancient and Medieval Philosophy** 3  
 A survey of key philosophers of the classical tradition (especially Plato and Aristotle) and the critical appropriation of this tradition by Christian philosophers such as Anselm.

**PHI 302 Modern Philosophy** 3  
 A survey of key philosophers of the modern period (e.g., Descartes, Locke, Kant) with special attention to how their thought established the context within which most Westerners (including Western Christians) continue to think.

**PHI 320 Philosophy of Natural Science** 3  
 An investigation of the nature of scientific method and knowledge. Attention is given to philosophical issues raised in reference to the epistemological

status of scientific statements, the ontological status of scientific constructs, and the integration of science and religion.

**PHI 321 Symbolic Logic** 3  
 A course that emphasizes the development of systematic techniques for assessing the validity of arguments. The techniques we will consider include symbolizing English sentences, truth tables, set theory, and propositional calculus.

**PHI 322 Philosophy of Social Science** 3  
 This course considers three main ways of approaching social science: a) as an empirical endeavor, in imitation of the natural sciences; b) as an interpretive endeavor, more in imitation of the humanities; and c) as a value-critical endeavor, based on committed worldviews or "standpoints," such as feminism, Christianity, Marxism, Afro-centrism.

**PHI 323 Agustine of Hippo** 3  
 Study of the life and thought of the most influential Christian writer outside the Bible, based on readings from such works as Augustine's Confessions, the City of God, and his writings on grace and free will. This course will prepare students to understand fundamental themes and structures in the history of Western theology which go back to Augustine. Applies to Theological Studies major.

**PHI 340 Philosophy of Gender** 3  
 A survey of the major streams of feminist thought and activism, their counterparts in certain men's movements, and Christian responses to both. The approach will be mainly systematic, with selected historical and cross-cultural emphases. Topics include gender conservatism, liberal feminism, socialist and radical feminism, and responses to these by selected Christian scholars and activists.

**PHI 410 Ethics** 3  
 A historical investigation of the development of moral reflection in the Western tradition. Through careful readings of key texts, we will trace the movement from ancient concerns with the good life and the virtues it requires, through the patristic and medieval attempt to synthesize Judeo-Christian law traditions with ancient virtue ethics, to the modern emergence of more deontological or consequentialist systems, such as divine command theories, Kantianism, and utilitarianism.

**PHI 424 Thomas Aquinas** 3  
 Study of the thought of the premier theologian and philosopher of the Roman Catholic tradition, based mainly on readings from his Summa Theologica. This course will prepare students to understand the nature and fundamental convictions of Roman Catholic thought. Applies to Theological Studies major.

## PHYSICAL SCIENCE

### COURSE DESCRIPTIONS

**PHYS 101, 102 Introduction to Physics** 4, 4  
First semester: classical mechanics. Second semester: oscillations, waves, optics, electricity and magnetism. Prerequisite: Minimum grade of C in MATH 212 or equivalent or permission of instructor. Physics 101 is prerequisite to 102. Three hours lecture, two hours laboratory.

**PHYS 111 The Solar System** 4  
A survey of the solar system, concentrating on the earth and other planets, comets and meteors and origins of the solar system itself. Lab includes several nights of observing and CCD photography in the computerized observatory as well as work in the planetarium. Three hours lecture, two hours laboratory.

**PHYS 112 Exploration of the Universe** 4  
The universe beyond the solar system: stars and galaxies, binary stars, stellar evolution, pulsars, black holes, cosmology. Lab includes several nights of observing and CCD photography in the computerized observatory as well as work in the planetarium. Three hours lecture, two hours laboratory.

**PHYS 205 Physical Science for Elementary Teachers** 3  
A study of the major areas of physical science that are relevant for teachers at the elementary school level. Required for Elementary Education majors. No prerequisites. Three hours lecture, no laboratory. Restricted to Elementary Education majors.

**PHYS 316 Field Geology** 4  
Au Sable Institute

## POLITICAL SCIENCE

### THE MAJOR FOR THE B.A. IN POLITICAL SCIENCE

*Required courses for the Political Science major:*

POS 103	American Government	3
POS 200	Comparative Government	3
POS 212	International Relations	3
POS 214	Political Theory	3
POS	Electives, independent study <i>or</i> internship	24
	<i>Total Credit Hours:</i>	36

### THE MINOR IN POLITICAL SCIENCE

POS 103; choose one of the following: POS 200, 212, or 214; and twelve hours of Political Science electives.

## THE MINOR IN LEGAL STUDIES

See Interdisciplinary Studies.

### COURSE DESCRIPTIONS

**POS 103 American Government** 3  
Surveys the founding principles of the American political system, the American political culture, and the decision-making processes and institutions of American government. Examines contending theories of American democracy. Offered every fall.

**POS 104 State and Local Government** 3  
American state and local government in a federal system of government. Structure, function, problems and federal-state relations are considered. Offered every spring.

**POS 200 Comparative Government** 3  
Comparative analysis of leading governments of other nations contrasted with each other and the government of the United States. Political institutions, political parties, and electoral processes will be examined. Prerequisite: Minimum grade of C in POS 103. Offered every other fall.

**POS 205 Model United Nations** 1  
This course provides a hands-on introduction to the structure and function of the United Nations. The focus of the course is participation as a delegate for an assigned country in the National Model United Nations sponsored by Harvard University in Boston, attended by university students from North American and other countries of the world. The course is offered each spring and may be repeated for credit if students serve on different committees.

**POS 212 International Relations** 3  
Course covers geographic, economic, demographic, strategic and ideological factors of world politics. Also considers problems attending the development of a new international political system. Offered every other spring.

**POS 214 Political Theory** 3  
An examination of the main political thinkers in the Western tradition with special emphasis on philosophical foundations.

**POS 310 Government and Politics in Western Europe** 3  
Course examines and compares the political processes and government structures of European countries, including Great Britain, France, Germany and Belgium as well as the rapidly changing European Union. Topics include political culture, constitutional development, legislative-executive

relations and electoral systems. A particular focus will be historic changes within countries and the European Union grappling with trends of integration and disintegration.

**POS 316 Women and Politics** 3  
 Explores the history of the suffrage movement. Examines how feminism has affected women's entry into politics and how women have participated in legislative, executive and judicial branches. Topics in public policy issues related to women also included.

**POS 317 Urban Politics** 3  
 Analysis of contemporary life and politics in cities. Study of development, theories, and problems of urban life as they relate to the political process and public policy.

**POS 318 Introduction to Law and the Legal System** 3  
 Introduction to the role of law in our society. Looks at the nature of legal decision making, then at various actors in the system: lawyers, judges, police and jurors. The adversary process is analyzed.

**POS 320 Environmental Issues** 3  
 See description for BIO 320.

**POS 331 Politics, Parties and Interest Groups** 3  
 Examines the role of political parties in contemporary American government and the implications of weakened parties for governing. Surveys the place of interest groups and political action committees in politics, both in policymaking and in campaigns and elections. Offered every spring.

**POS 332 The American Presidency** 3  
 Examines historical ideas of the office, its historical development and its present setting in American politics. Topics include the presidency and the Constitution, the President and Congress, the President as chief executive and campaigning for the modern presidency.

**POS 342 American Constitutional Law** 3  
 A study of the U.S. Supreme Court and its special role in American government and society. Leading court opinions in separations of powers, federalism and civil liberties and civil rights are analyzed. Recommended for students interested in law school. Prerequisite: Minimum grade of C in POS 103. Offered every other spring.

**POS 380 American Political Thought** 3  
 Explores historical and contemporary perspectives on such key American ideas and ideals as constitutionalism, equality, freedom, individualism, relationship between state and economy and relationship between state and religion.

**POS 495 Internship** 2-6  
 A supervised field experience in an organization, association, corporation or office that relates to the student's career objective and is relevant to the field of political science. Supervised readings may be required, and 35 hours work per semester is required in the field for each hour's credit. The student is responsible for travel; the instructor for supervision and evaluation. Maximum of six credits may be used in the major.

## PSYCHOLOGY

### THE MAJOR FOR THE B.A. AND B.S. IN PSYCHOLOGY

*Courses required for all psychology majors:*

<b>PSY 100</b>	General Psychology	3
<b>PSY 205</b>	Child Psychology <i>or</i>	
<b>PSY 207</b>	Lifespan Development	3
<b>PSY 220</b>	Statistics for Social and Behavioral Sciences	3
<b>PSY 221</b>	Statistics Lab	1
<b>PSY 300</b>	Psychological Testing	3
<b>PSY 301</b>	Abnormal Psychology	3
<b>PSY 308</b>	Psychology of Personality	3
<b>PSY 341</b>	Research Methods	3
<b>PSY 415</b>	History and Systems of Psychology	3
<i>Subtotal Credit Hours:</i>		<u>25</u>

### THE B.A. TRACK

*Required courses:*

<b>PSY 495</b>	Internship <i>or</i>	
<b>PSY 443</b>	Senior Thesis	3
	One elective from the B.S. track	3

*Choose FOUR of the following:*

<b>PSY 201</b>	Industrial/Organizational Psychology	
<b>PSY 206</b>	Adolescent Psychology	
<b>PSY 304</b>	Social Psychology	
<b>PSY 320</b>	Techniques of Individual Counseling	
<b>PSY 322</b>	Psychology of Gender	

*Subtotal Credit Hours:* 18

*Total Credit Hours:* 43

### THE B.S. TRACK

*Required courses:*

<b>BIO 233</b>	Human Physiology and Anatomy I (lab course)	4
<b>PSY 443</b>	Senior Thesis	3
	One elective from the B.A. track	3

*Choose THREE of the following:*

<b>PSY 302</b>	Experimental Psychology (lab course)	4
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PSY 303	Sensation and Perception	3
PSY 318	Learning and Cognition	3
PSY 417	Physiological Psychology (lab course)	4
	<i>Subtotal Credit Hours:</i>	<u>20-21</u>
	<i>Total Credit Hours:</i>	<u>45-46</u>

### THE MINOR IN PSYCHOLOGY

Eighteen hours in Psychology must include PSY 100. PSY 395 and 495 may not be included in the minor.

### COURSE DESCRIPTIONS

#### PSY 100 General Psychology 3

A summary and overview of the field of psychology as the scientific study of human behavior including research issues, theoretical approaches, and selected areas of study. Offered in fall and spring.

#### PSY 110 The Dynamics of Individual and Group Development 1

Presents theoretical models for use by resident assistants in Eastern's residence hall program. Course looks at the developmental tasks of college students and provides an overview of the role of paraprofessional counselors. Prerequisite: Open only to resident assistants. This course does not apply to a Psychology major or minor. Offered in fall.

#### PSY 201 Industrial and Organizational Psychology 3

An overview of the practical application of psychology to business, industry and organizations. Attention is given equally to two major areas: A. Individual Work Behavior (selection, placement, testing, training, job analysis) and B. Organizational Psychology (job satisfaction, supervision, productivity, motivation, communication). Prerequisite: Minimum grade of C in PSY 100.

#### PSY 205 Child Psychology 3

Study of individual development from the prenatal period through late childhood, including details of physical, cognitive and psychosocial development. Includes opportunity to observe and record child behavior. Students may not receive credit for this course if credit has been earned for a lifespan development course (e.g., PSY 207). Prerequisite: Minimum grade of C in PSY 100. Offered in fall and spring.

#### PSY 206 Adolescent Psychology 3

Human development from late childhood to the early twenties. Course covers the interrelatedness of the biological, intellectual, emotional, social and religious dimensions of development as well as major conflicts that adolescents encounter. Prerequisite: Minimum grade of C in PSY 100. Offered in fall and spring.

#### PSY 207 Lifespan Development 3

A survey of the theories, issues, and empirical data relevant to the process of human development from conception to death. Focus is on the physical, intellectual and psychosocial development of the individual person. Students may not receive credit for this course if credit has been earned for a child psychology course (e.g., PSY 205). Prerequisite: Minimum grade of C in PSY 100. Offered in fall.

#### PSY 220 Statistics for the Social and Behavioral Sciences 3

Course covers meaning, purposes and processes of statistical methods; selection of representative, parallel or equivalent groups; graphic representation; measures of central tendency and variability; normal distribution; probability; random sampling; confidence levels; inference; t-test; analysis of variance; chi square; correlation. Factors influencing statistical power (effect size, sample size, etc.) are emphasized for each procedure. This course stresses practical application of theory within the field of psychology. Prerequisite: Minimum grade of C in PSY 100 or permission of instructor. Offered in fall and spring. Should be taken before the junior year.

#### PSY 221 Statistics Lab 1

Using SPSS software, students will define and enter data, add and delete cases, retrieve and merge files, transform data by recoding it or by computing new variables, run appropriate analyses for various research questions, and interpret statistical output. Students must register for this course concurrently with PSY 220, and with the same instructor with whom they are taking PSY 220. This course may be taken as a stand-alone course only by students who have been granted transfer credit for a statistics course that did not include SPSS instruction. Prerequisite: Minimum grade of C in PSY 100 or permission of instructor. Offered in fall and spring.

#### PSY 240 Basic Counseling Skills 3

This course will introduce students to basic counseling skills for use in ministry, social work, and human relationships. Active listening, empathy, paraphrasing, clarification, and summarizing will be the focus of class discussion. Skill development will be enhanced through demonstrations and role-plays. Open to all students except Psychology majors. Offered in fall and spring.

#### PSY 300 Psychological Testing 3

Study of basic criteria which an authentic psychological test should meet: standardization, validity, reliability. Course also includes overview of many prominently known tests of achievement, intelligence, aptitude, interests and personality. Students take several psychological tests and create a comprehensive assessment portfolio. Prerequisite:

sites: Minimum grades of C in PSY 100 and 220. Offered in fall and spring.

**PSY 301 Abnormal Psychology** 3  
Etiology, dynamics, symptoms and treatment of the more common types of psychological disorders, both functional and organic. Concepts of mental health and prevention are also considered. Prerequisite: Minimum grade of C in PSY 100. Offered in fall and spring. Not recommended for first year students.

**PSY 302 Experimental Psychology and Laboratory** 4  
An introductory course in behavioral research based on single-N, one-way, and factorial designs. An introduction to single-N designs emphasizes the procedures of classical and operant conditioning using virtual and live animals in individually scheduled laboratories that meet 2 hours each week. Research with human participants includes laboratory and field work. Lectures will address principles of classical and operant conditioning as well as topics in experimental design, including data analysis procedures in SPSS. Prerequisites: Minimum grades of C in PSY 100 and PSY 220. Students not majoring in psychology may substitute MATH 220 for PSY 220. Satisfies lab science core. Offered in spring.

**PSY 303 Sensation and Perception** 3  
This course addresses sensation, which is the registration of information related to the nature of the physical universe and the human receptors; perception, which is the interpretation of information related to the pathways of neural processing; and the cumulative memory bank, which is the basis for cognitive reality. Prerequisites: Minimum grades of C in PSY 100, BIO 151 or 233. Offered in spring 2010, 2012.

**PSY 304 Social Psychology** 3  
A general survey of social psychology with emphasis on current research findings. Topics include social influence, attitudes, interpersonal interactions and group behavior. Prerequisite: Minimum grade of C in PSY 100. Offered in spring.

**PSY 308 Psychology of Personality** 3  
A study of selected theories of personality development representing the major approaches to understanding personality and behavior in modern psychology. Prerequisite: Minimum grades of C in PSY 100 and one course from PSY 205, 206 or 207. Offered in fall and spring.

**PSY 318 Learning and Cognition** 3  
Survey and critical review of existing theories of learning and cognition to include the behaviorist perspective, an overview of cognitivism and how

it evolved from behaviorism, and a study of perception and attention processes and their relationship to the memory system. In addition, social learning theory, theories of memory, and problem solving are reviewed. Prerequisite: Minimum grade of C in PSY 100. Prerequisite or co-requisite: PSY 341. Offered in fall.

**PSY 320 Techniques of Individual Counseling** 3  
The course involves academic study of the counseling process and extensive practice of problem assessment and counseling skills. Focus is on counseling techniques, with less emphasis on theory. Prerequisites: Minimum grades of C in PSY 100, 301 and 308. May not be taken if credit has been earned for PSY 240. Offered in fall and spring.

**PSY 322 Psychology of Gender** 3  
This course focuses on the development of gender identity and gender roles from a psychological perspective. Topics include stereotypes, comparisons of male and female cognitive, physical, social and sexual functioning, an historical perspective on gender roles, socialization theories and agents, family relationships, love and marital relationships, communication styles, mental health issues and issues of power. The course will use materials from both a male and female perspective and will discuss gender roles from a Christian worldview. Prerequisite: Minimum grade of C in PSY 100 or permission of the instructor. Offered in fall.

**PSY 341 Research Methods** 3  
A course required of all psychology majors usually taken during their junior year. The course covers basic research design, both quasi-experimental and experimental. Topics include the case study, naturalistic observation, correlational studies, survey techniques, and controlled experiments in the field and in the laboratory. Prerequisites: Minimum grades of C in PSY 100 and 220. Offered in fall and spring.

**PSY 415 History and Systems of Psychology** 3  
This course presents an historical study of the development of psychology as a natural and social science, from the time of the Ancient Greeks to the present. Topics include the philosophical and natural science roots of psychology, the interrelated development of the various theories of psychology and progress in the major areas of psychological research. Prerequisite: Senior status as a psychology major or permission of instructor. Offered in fall and spring.

**PSY 417 Physiological Psychology** 4  
This course is an introduction to the biological bases of behavior. Specific topics include philo-



sophical and scientific perspectives on mind or consciousness, intra- and inter-neuronal signaling, basic neuroanatomy, behavioral neuroscience methods, psychopharmacology and drug abuse, motor systems, biological rhythms of sleep and waking, emotion, and the biological substrates of selected psychological disorders. Three lectures per week with laboratory exercises in synaptic transmission, neuroanatomy, behavioral pharmacology, behavioral toxicology, and motor systems. Prerequisites: Minimum grades of C in PSY 100, 220 and BIO 233. Offered in spring 2009, 2011.

**PSY 443 Senior Thesis** 3

Recommended for all psychology majors with an interest in pursuing graduate studies, the focus of this course is the empirical investigation of a research topic selected by the student and described in a manuscript prepared in the editorial style of the American Psychological Association. The manuscript includes (a) a brief review of the scholarly (i.e., peer-reviewed) literature addressing the selected topic; (b) the formulation of an original research hypothesis; (c) a description of the method of participant selection, instruments, research procedures, and data collection and analysis appropriate to the hypothesis; and (d) a discussion of the results of the investigation, with emphasis on theoretical as well as practical application. Students are encouraged to present their findings at a regional undergraduate research conference that meets each spring. Required of psychology majors enrolled in the BS track. Prerequisite: Minimum grade of C in PSY 341. Offered in fall.

**PSY 495 Internship** 2-12

An off-campus supervised work experience in psychological or related services offered at institutions providing treatment and rehabilitation for children, adolescents or adults. Specific placements depend on the needs of the institutions and the students' interests and experience. Each hour of academic credit requires 40 hours of work for the agency. Interns are evaluated by their clinical and faculty supervisors. Prerequisite: Senior status as a psychology major or permission of instructor. Internships may be arranged for fall, spring or summer. Consult with instructor prior to registration.

**SOCIAL WORK**

**MISSION, GOALS AND OBJECTIVES**

The mission of the Social Work major is to educate students to be general social work practitioners who are knowledgeable, skilled and compassionate agents of God's mercy and justice in meeting common human needs, with particular attention to people who are vulnerable, oppressed, and living in poverty.

The goals of the Social Work major are to prepare graduates for beginning professional social work practice with individuals, families, groups, organizations, and communities from the perspective of a Christian understanding of humanity, society and the world; and to provide graduates with the educational background needed for graduate study in social work and to be considered for advanced standing.

Graduates of the Social Work major will:

1. Understand the history of the social welfare institution and social work profession, including their current structures, issues and interrelationship, as the context for their practice.
2. Practice within the values, ethics and metatheories of the social work profession as understood from the perspective of a Christian worldview.
3. Function within the structure of organizations and service delivery systems and, under supervision, utilize strategies for seeking necessary organizational and systemic change.
4. Utilize cognitive, empathic, analytic and synthetic skills to understand their clients, individually and collectively, as well as the social systems that affect them.
5. Utilize knowledge of bio-psycho-social-spiritual variables that affect individual development and action, and utilize theoretical frameworks to understand the interactions among individuals and between individuals and social systems (e.g., families, groups, organizations and communities), and to intervene in dysfunctional interactions.
6. Practice with an understanding of and respect for the positive value of human diversity.
7. Understand policy (federal, state, local and agency) and its effect on clients, workers and agencies, and intervene in policy in the interest of their clients.
8. Understand the forms and mechanisms of human discrimination and oppression, and utilize strategies that advance social and economic justice.
9. Utilize general social work values, knowledge and skills differentially with human systems of all sizes and types, professional colleagues, agency support staff and community members.
10. Understand and utilize their "self" professionally in relationship with clients, colleagues and others related to their practice.
11. Evaluate empirical and theoretical findings and apply them to practice; participate in research processes; and, under supervision, evaluate their own practice interventions and those of other relevant systems.
12. Utilize supervision, consultation, literature, conferences and other personal and professional support systems to further their own development and renewal.



## ADMISSION

Admission to Eastern University does not guarantee admission to the Social Work major. Students considering the major should indicate their interest upon entering the University and seek the assistance of a social work faculty member in evaluating their vocational goals and in planning an academic program. They should declare the major as soon as possible. Application for admission to the Social Work major normally is made during the spring semester of the sophomore year but no later than the fall semester of the junior year. During the admission process, students evaluate themselves and are evaluated by the social work faculty. Students are encouraged to seek employment or volunteer experience in social service agencies during their first and sophomore years in order to explore their interest in, and aptitude for, social work and to prepare for their field practicum.

## FIELD PRACTICUM

Field experience, supervised by an experienced social worker, is a central feature of education for social work. Students enrolled in the Social Work major gain practical experience by working in field agencies, two days per week during the spring semester of their junior year and throughout both semesters of their senior year, while concurrently studying social work practice theory in the classroom.

## ACCREDITATION

Eastern University has been accredited since 1974 (the earliest year in which accreditation was available) by the Council on Social Work Education (CSWE) for the baccalaureate Social Work major. The University is authorized by the Commonwealth of Pennsylvania to confer the Bachelor of Social Work (B.S.W.) degree. Most accredited graduate schools of social work offer advanced standing of up to one year, in a normally two-year Master of Social Work (M.S.W.) degree program, to graduates of baccalaureate social work programs that are accredited by CSWE.

## THE MAJOR FOR THE B.S.W. IN SOCIAL WORK

### Professional Requirements:

SWK 105	Introduction to Social Work	3
SWK 110	Human Diversity and Social Interaction	3
SWK 205	Human Need and Social Response	3
SWK 340	The Social Work Agency	3
SWK 360	Social Work Practice I	3
SWK 370	Social Work Field Practicum I	4
SWK 420	Individual Growth and Activity in Social Environment	3
SWK 440	Social Welfare Policy Issues	3

SWK 461-462	Social Work Practice II	3-3
SWK 471-472	Social Work Field Practicum II	4-4
SWK 481	Social Work Research	3
	<i>Subtotal Credit Hours:</i>	<u>42</u>

### Professionally Related Requirements:

ANTH 101	Introduction to Cultural Anthropology	3
BIO 104	General Biology: An Appreciation of Life	4
ECON 203	Principles of Economics-Macro <i>or</i>	
ECON 220	Faith and Economic Justice	3
POS 104	State and Local Government	3
PSY 100	General Psychology	3
SOC 100	Introduction to Sociology	3
	<i>Subtotal Credit Hours:</i>	<u>19</u>
	<i>Total Credit Hours:</i>	<u>61</u>

## THE MINOR IN SOCIAL WELFARE

Students majoring in other disciplines who want to learn more about social welfare may want to declare the minor in Social Welfare. Although students participate in some of the same courses as those majoring in social work, the minor is *not* accredited by the Council on Social Work Education. Students wishing to qualify as social workers upon graduation should declare the Social Work major. The Social Welfare minor is not open to students majoring in Social Work.

SWK 105	Introduction to Social Work	3
SWK 110	Human Diversity and Social Interaction	3
SWK 205	Human Need and Social Response	3

### Electives (choose a minimum of THREE courses from the following):

SWK 230	Special Topics	
SWK 251	Child Welfare	
SWK 254	Services to the Aging	
SWK 256	Health and Social Welfare	
SWK 258	Women's Issues and Services	
	<i>Subtotal Credit Hours:</i>	<u>9</u>
	<i>Total Credit Hours:</i>	<u>18</u>

## COURSE DESCRIPTIONS

**SWK 105 Introduction to Social Work 3**  
An introduction to the knowledge, skills, and values of social work practice. Students will be assisted in understanding how social workers identify strengths and utilize a problem-solving process to address the needs of people in the context of their social environments. Particular attention will be given to students' self-awareness and faith as they prepare to establish professional helping relation-

ships within the context of a social agency. Basic practice principles will be explored through the use of reading assignments, case studies, role plays, volunteer experiences in social agencies, and classroom lectures.

**SWK 110 Human Diversity and Social Interaction** 3

A survey of the similarities and differences of human individuals and groups, and the effects of human diversity on social interaction, within the context of the social welfare institution and the social work profession. Particular attention will be given to differences based on age, class, color, ethnicity, family structure, gender, marital status, national origin, physical and mental ability, race, religion, sex, and sexual orientation. Students will be assisted in using knowledge to inform practice by developing skills and strategies based on client strength and empowerment. Particular attention will be given to values inherent within a Christian worldview. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field observation, and classroom lectures.

**SWK 205 Human Need and Social Response** 3

A survey of individual, family, and community needs, and the way American society organizes itself to meet them systematically through the social welfare institution, historically and in contemporary society. Students will be assisted in understanding the social welfare institution as a manifestation of the interplay of values in a political context. Attention will be given to the contributions of the Christian church and other faith-based organizations, and the roles of social workers, in the social welfare institution. Material for thought and discussion will be provided by reading assignments, videos, students' life experiences, field interviews, and classroom lectures.

**SWK 251 Child Welfare** 3

A study of problems experienced by families and children and the services designed to meet them. Attention will be given to traditional services dealing with problems such as child abuse and marital conflict, as well as less traditional services dealing with problems such as adolescent flight, spouse abuse, and addictions.

**SWK 254 Services to the Aging** 3

An exploration of the physical, social, emotional and spiritual needs of the aging and the services available to meet them. Attention will be given to the role of the church in meeting the needs of the elderly.

**SWK 256 Health and Social Welfare** 3

Current concepts of "health" and "illness" will be critically examined in light of their manifest and latent definitions. A framework incorporating social, psychological, political, economic, biological and spiritual factors will be used to explore the developmental life cycle process. Major sub-groups which evidence vulnerability to repeated episodes of physical and/or mental illness will be identified and discussed. The role of the social worker in the health care setting, both direct and indirect, will be explored.

**SWK 258 Women's Issues and Services** 3

An exploration of current issues facing women and social services that have developed in areas such as child welfare, mental health and domestic violence. Consideration will be given to social, political and economic factors that influence the way in which issues emerge and services are developed. Contemporary and historical response of secular and Christian communities to women's issues will be examined. Particular attention will be given to ways in which social workers listen and respond to women's needs.

**SWK 340 The Social Work Agency** 3

An exploration of the social work agency from the perspective of a direct service social work practitioner. Students will use materials contributed from their field practicum experiences as the basis for exploring the impact of the social work agency on its clients, the larger society, and the social worker. Prerequisite: Minimum grade of C in SWK 205. Corequisite: SWK 370.

**SWK 360 Social Work Practice I** 3

An introduction to social work practice with individuals, families, groups, organizations and communities. Assigned readings and social work process records provided by the instructor or contributed from the students' own field practicum experiences will be used to begin to acquire knowledge and skills required by social work practitioners. Open to junior social work majors only. Prerequisites: Minimum grades of C in SWK 105, 110, 205, PSY 100, SOC 100. Corequisite: SWK 370.

**SWK 370 Social Work Field Practicum I** 4

Supervised social work practice and observation in a social work agency or host setting, two days per week (normally Tuesday and Thursday). Students carry beginning, direct-service responsibilities. Agency placement is made the previous fall semester. Graded on P/F basis. Open to junior social work majors only. Prerequisite: admission to the social work major. Corequisites: SWK 340, 360.

**SWK 420 Individual Growth and Activity  
in Social Environment** 3

An exploration of the character and process of human growth and activity as a basis for understanding one's clients and one's self and the interaction between the two. The focus will be on the individuality and sociality of human beings and the tensions between these qualities. Attention will be given to the concepts of freedom, will, choice and responsibility as they mediate between theoretical frameworks which emphasize internal and external causal factors. Open to senior social work majors only. Prerequisites: Minimum grades of C in SWK 110, ANTH 101, BIO 104, PSY 100, SOC 100. Corequisite: SWK 471.

**SWK 440 Social Welfare Policy Issues** 3

An exploration of the ideological and philosophical issues underlying current social welfare policy in the United States. Students utilize analysis of major social welfare policy areas to inform their understanding of current issues, developing social forces, and macro-level social change activities. Open to senior social work majors only. Prerequisite: Minimum grades of C in SWK 340, ECON 203 or 220, POS 104. Corequisite: SWK 472.

**SWK 461–462 Social Work Practice II** 3–3

Emphasis is placed on deepening understanding of social work practice and beginning integration of knowledge and skill. Open to senior social work majors only. Must be taken during one academic year. Prerequisite: Minimum grade of C in SWK 360. SWK 461 corequisites: SWK 420, 471, 481. SWK 462 corequisites: SWK 440, 472.

**SWK 471–472 Social Work Field  
Practicum II** 4–4

Supervised social work practice in a social work agency or host setting, two days per week. Students carry direct service responsibilities throughout the two semesters. Open to senior social work majors only. Agency placement is made during the spring semester of the previous academic year. Graded on a P/F basis. Must be taken during one academic year. Prerequisite: SWK 370. SWK 471 corequisites: SWK 420, 461, 481. SWK 472 corequisite: SWK 440.

**SWK 481 Social Work Research** 3

An introduction to scientific methods of inquiry concerning the phenomena encountered by direct service social work practitioners. Particular attention is given to evaluation and interpretation of research findings, research design and implementation, basic statistical measures, evaluation of service delivery, evaluation of students' own practice, the implications of human diversity for research design and interpretation, and the ethical context of the research process. Corequisite: SWK 471.

## **SOCIOLOGY**

### **THE MAJOR FOR THE B.A. IN SOCIOLOGY**

#### **Sociology Core**

<b>SOC 100</b>	Introduction to Sociology	3
<b>SOC 105</b>	Contemporary Social Problems	3
<b>SOC 220</b>	Social Statistics	3
<b>SOC 245</b>	Socialization & Group Relations	3
<b>SOC 312</b>	Majority/Minority Relations	3
<b>SOC 315</b>	Social Stratification	3
<b>SOC 318</b>	Research Methodology	3
<b>SOC 402</b>	Classical Sociological Theory	3
<b>SOC 403</b>	Contemporary Sociological Theory	3
<b>SOC 418</b>	Senior Seminar	3
	<i>Subtotal Credit Hours:</i>	<hr/> 30

Each student must choose 4 additional sociology courses of which one must be at a 400 level. If a concentration is chosen, a student must take at least 3 courses in that concentration of which one must be at the 400 level.

<i>Subtotal Credit Hours:</i>	<hr/> 12
<i>Total Credit Hours:</i>	<hr/> 42

#### **Social Institutions and Processes**

<b>SOC 305</b>	Collective Behaviors	3
<b>SOC 310</b>	The Family	3
<b>SOC 320</b>	Church-based Economic Development	3
<b>SOC 340</b>	Urban Sociology	3
<b>SOC 355</b>	Sociology of the New Testament	3
<b>SOC 405</b>	Sociology of Religion	3
<b>SOC 408</b>	Social Institutions and Justice	3

#### **Global Processes**

<b>SOC 350</b>	Poverty, Oppression and Development in Africa	3
<b>SOC 370</b>	Immigration and Transnationalism	3
<b>SOC 372</b>	Community Development in Developing Nations	3
<b>SOC 395</b>	Field Experience (International or Study Abroad Program)	3
<b>SOC 408</b>	Social Institutions and Justice	3
<b>SOC 410</b>	Social Change and Globalization	3

#### **Urban Engagement**

<b>URBN 312</b>	Urban Planning and (CDEV 575) Policy Analysis*	3
<b>SOC 321</b>	Crime and Delinquency	3
<b>SOC 322</b>	Criminal Justice	3
<b>SOC 340</b>	Urban Sociology	3

URBN 380	Neighborhood Economic	
(CDEV 545)	Development*	3
URBN 401	Urban Issues in a Global Context*	3
(URBN 501)		

\*Note: These courses may be taken either on the graduate or undergraduate level.

#### Other Sociology Course Options

(Courses not a part of the core or a concentration):

SOC 416	Research and Data Analysis	3
SOC 417	Senior Thesis	3
SOC 495	Sociology Internship	3
URBN 100	Introduction to the City	3

#### THE MINOR IN SOCIOLOGY

Eighteen hours, including SOC 100, 105, 245 and any three additional courses in SOC.

#### COURSE DESCRIPTIONS

**SOC 100 Introduction to Sociology** 3  
The nature of society with special emphasis on the basic concepts, social processes, social institutions and social change.

**SOC 105 Contemporary Social Problems** 3  
Selected social problems such as poverty, ethnic relations, the population explosion and pollution are examined. How sociological insights can inform Christian value judgments concerning social structural conditions will be emphasized.

**SOC 220 Social Statistics** 3  
An introduction to descriptive and inferential statistics employed in the social sciences. This course emphasizes the organizing, calculating, and interpreting of data.

**SOC 245 Socialization and Group Relations** 3  
This course (a) explores the process of socialization across different social environments and how, through this process, people construct their sense of reality, values, and worldviews, (b) examines intergroup processes focusing on the sociocognitive, motivation, prejudice, language, social status, and cultural factors in these intergroup processes with the objective of learning about how socialization is a springboard for these determinants of people's roles in intergroup processes, and (c) analyzes socialization contexts and how these contexts frame people's worldviews, thought patterns, and service orientations. Prerequisite: minimum grade of C in SOC 100.

**SOC 305 Collective Behaviors** 3  
This course will review national and international social movements in the context of recent social movement theory and research, considering whether they reflect Christ's call to usher in the Kingdom of God. Prerequisite: Minimum grade of C in SOC 100.

**SOC 310 The Family** 3  
Course covers historical background and cultural comparisons of families, premarital and marital behavior and family disorganization and reorganization.

**SOC 312 Majority/Minority Relations** 3  
This course focuses on the nature of relationships between the privileged and underprivileged across race, gender, and class. This course attempts to understand these subgroups in terms of their sociopolitical heritage, their lifestyles, their social identities, and their social circumstances. A wide variety of subgroups - such as racial, ethnic, cultural, gender, class, religious, and age populations - in the American society are examined.

**SOC 315 Social Stratification** 3  
The course deals with the unequal and stratified distribution of wealth, income, social power and life changes in society, focusing on how class, race/ethnicity and gender pattern these uniquely and in interlocking ways. Prerequisite: Minimum grade of C in SOC 100.

**SOC 318 Research Methodology** 3  
A survey of research methods employed in the social sciences. Emphases will include theory construction, measurement and data gathering techniques, sampling, data analysis and research ethics. Prerequisite: Six hours credit in sociology and/or anthropology with minimum grades of C.

**SOC 320 Church-Based Economic Development** 3  
This course will survey models for the organization of micro and macro programs in the context of urban churches. The theological dimensions of community development also will be explored. The purpose of this course is to develop a rudimentary model for microeconomic programs in a church setting. Recommended for juniors and seniors.

**SOC 321 Crime and Delinquency** 3  
A critical analysis of various theories of crime and delinquency, emphasizing how well the theories explain empirical data. The implications of theory for treatment will be examined. Prerequisite: Minimum grade of C in SOC 100 or permission of department.

**SOC 322 Criminal Justice** 3  
This course will attempt to convey an understanding of how the criminal law actually operates. It will deal in part with the following areas: the concept of punishment, role of the police, the role of the attorney, bail, trials, pleas, sentencing and corrections. One objective of the course is to raise questions about the purposes of the criminal law and how those purposes can best be realized in

modern society. Prerequisite: Minimum grade of C in SOC 100 or POS 103 or permission of department chair. May count as a Political Science course.

**SOC 340 Urban Sociology** 3

The course is designed to cover the basic concepts of urban sociology. Special attention will be given to problems related to the contemporary urban crises such as ethnic tensions, poverty and environmental degradation.

**SOC 350 Poverty, Oppression and Development in Africa** 3

The course deals with why Africa, particularly sub-Saharan Africa, is mired with poverty, oppression, and underdevelopment, and discusses the alternative development approaches and strategies sub-Saharan African communities could follow. Recommended for juniors and seniors.

**SOC 355 Sociology of the New Testament: Jesus and His Social Environment** 3

This course explores selected parts of the New Testament to focus on Jesus Christ and to provide a social description of the world of the early Jewish Christian movement in Palestine. Apostolic Christianity and the social make-up and dynamics of the beginning Christian Church in other parts of the Roman world will also be considered, but only as an indication of the direction the Jesus movement took after his death and resurrection. The contextual nature of the New Testament documents will be highlighted by means of sociological perspectives and methods. Prerequisite: Minimum grade of C in BIB 101, 102, SOC 100 or ANTH 101.

**SOC 370 Immigration and Transnationalism** 3

This course is a critical examination of immigration as a social phenomenon. It draws upon the tools of sociological theory and research to analyze causes, contours and repercussions of migration flows worldwide, while focusing more specifically on contemporary immigration in the United States. Modes of incorporation, patterns of assimilation and mobility, and second generation trends are some of the issues of interest in the course. Also of interest are increasingly intense patterns of transnationalism among immigrant groups and individuals, whether in terms of politics, religion, citizenship or other. The impact and significance of these and other dimensions of today's immigration are considered. Recommended for juniors and seniors.

**SOC 372 Community Development in Developing Nations** 3

The course starts by defining nation in ethnic terms, developing nation, community, and com-

munity development then discusses the issues of concern, approaches, and strategies of community development. Of note, the course underlines the role of religious, political, economic, social, and cultural systems in community development, explaining the responsibilities of the systems as God intended for community development to take place, how the systems fail to fulfill their responsibilities, and what needs to be done for the systems to be able to carry out their responsibilities as God intended. The course ends with a discussion of how communities in developing nations can best use their systems in inventorying, sourcing, mobilizing, and utilizing relationships, resources, assets, and valued goods in their development. Recommended for juniors and seniors.

**SOC 402 Classical Sociological Theory** 3

The history of the development of Social Theory in the West. Major attention will be given to Karl Marx, Emile Durkheim, and Max Weber as the most significant formulators of classic sociological models. Prerequisite: Minimum grade of C in SOC 100.

**SOC 403 Contemporary Sociology Theory** 3

A survey of contemporary sociological schools of thought by reviewing the criteria and classification categories for "mapping" the major approaches to studying and understanding social reality. Emphasis is given to acquaintance with the classic formulators of major schools of theory as well as to development of a systematic understanding of the major questions all forms of social theory must answer. Prerequisite: Minimum grade of C in SOC 402.

**SOC 405 Sociology of Religion** 3

A survey of major sociological theories of religion. Topics include theories of conversion and retention, rational choice theory, new religious movements and cults. Class will consider the secularization debate and recent theories of religious growth. Prerequisite: Minimum grade of C in SOC 100 and one other sociology course.

**SOC 408 Social Institutions and Justice** 3

The course explores the social justice opportunities and shortfalls in the social institutions of religion, economy, politics, education, family, healthcare, and entertainment. We examine the nature and how each social institution operates with the objective of identifying the opportunities and shortfalls in the practice of social justice in the institution. We draw upon Biblical insights and sociological arguments to explain how social institutions have compromised social justice, and propose ways of how they can uphold social justice. Prerequisite: Minimum grade of C in SOC 100 and must be at least a junior.



**SOC 410 Social Change and Globalization 3**

This course is an exploration of major transformations and processes that underscore and inform human social experience in the (post-) modern world, whether at the local, national or global levels. Its approach is primarily an analytical rather than exhaustive one. That is, the course does not attempt to provide a comprehensive survey of social change throughout human history. Instead, it seeks to make use of the tools of sociological inquiry to gain understanding of some of the essential dimensions of social change that affect our lives today. Examples include changes related to the environment, population growth and movement, colonialism and post-colonialism, development and underdevelopment, globalization, technology, and others.

**SOC 416 Research and Data Analysis 3**

An introduction to how data is analyzed in the social sciences with the computer. The student will learn how to enter, analyze, and interpret data. Several data analyses (from univariate to multivariate) are explored with the computer package of SPSS. Prerequisite: Minimum grade of C in SOC 220 Social Statistics or an equivalent statistics course in psychology, business, or math.

**SOC 417 Senior Thesis 3**

The development of an empirical research project under the guidance of the instructor. Completed projects will be presented and critiqued by other students and the instructor. Prerequisite: Minimum grade of C in SOC 318.

**SOC 418 Senior Seminar 3**

A topical seminar, the content of which will vary year by year. Emphasis on integrating one's faith with sociological knowledge and examining the viability of such integrative endeavors. Prerequisite: Minimum grade of C in SOC 402 and 403.

**SOC 495 Sociology Internship 3**

Internship provides a supervised work experience in a related field of sociology for those students desiring an opportunity for "hands-on" experience in an area of their choice. Prerequisite: Minimum grade of C in SOC 100 and must be at least a junior.

**URBN 100 Introduction to the City 3**

This foundational course introduces students to the city. This course gives students "first hand" experience in the city through a variety of field trips, exclusions, and personal assignments in the City of Philadelphia. A wide selection of topics,

lectures, and readings are explored pertaining to the urban context.

**URBN 300 Urban Prophets and Artistic Expression 3**

This course looks at prophecy as a vehicle for calling an unjust world into justice and righteousness and at music, dance, theatre, and art as vehicles of urban prophets throughout history. Lives and unique experiences of urban artists/prophets will be explored. Students will develop critical thinking skills for evaluating art and will use art to express their perceptions. Offered only in Summer Session I as a residential program. Recommended for juniors and seniors.

**URBN 312 Urban Planning and Strategies 3**

Discussion and analysis of current urban problems, especially inner city, and of forces responsible for urban and regional growth. An historical perspective on the planning profession and the planning approach to urban phenomena will be reviewed. Issues to be considered within the matrix of planning: affordable housing, blight, public transit, community-based development, public policy, crime, and redevelopment of open space. Prerequisite: Junior standing. Recommended for juniors and seniors.

**URBN 380 Neighborhood Economic Development 3**

Course will focus on role of cities and city governments in faith-based economic development, need for neighborhood vision and community organization, how to initiate a program or project, and relation of such projects to welfare-to-work, day-care and other support services. Recommended for juniors and seniors.

**URBN 401 Urban Issues in a Global Context 3**

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



## THEATRE

### THE MINOR IN THEATRE

THR 100	Actors' Lab	1
THR 135	Acting I	3
THR 150	Performance Production I	1
THR 151	Basic Stage Craft and Design	3
THR 202	The Active Voice	3
THR 204	Introduction to Theatre	3
THR 250	Performance Production II	2
THR 308	Directing I	3
THR 318	Advanced Acting/Directing <i>or</i>	
THR 335	Acting II <i>or</i>	
THR 351	Advanced Stage Craft	3
	<i>Total Credit Hours:</i>	<hr/> 22

### THEATRE COURSE DESCRIPTIONS

#### THR 100 Actor's Lab 1

This activity course invites students to engage in integration of faith, physicality and imagination through a process of exercises, theatre games and improvisation. The course is very experiential, communal, participatory and cumulative, intended to train, prepare and promote growth in performing. It is designed to be taken repeatedly, especially by Eastern University theatre performers. Prerequisite: audition.

#### THR 135 Acting I 3

The objective of this class is to help students tap into the psychological, physical and spiritual resources within them through the discipline of acting. Primary tools are personalized and scripted monologues, acting exercises and improvisations of increasing complexity, preparation and collaboration. This lab-style class requires a greater than normal commitment to attendance, participation and journal-keeping in addition to written performance critiques.

#### THR 150 Performance Production I 1

For students with some experience or interest in dramatics; involves participation in University play productions or other group projects. This course is an activity course. May be taken more than once for credit. Graded on a P/F basis.

#### THR 151 Basic Stage Craft and Design 3

An introduction to the basics of technical theatre, including design principles, construction techniques, and stage management procedure and preparation. Prerequisite: Minimum grade of C in THR 150 or permission of instructor.

#### THR 195 Communicating Gospel Through Performance 1

A course designed around helping students develop skills needed to use theatre as a medium for communication of the gospel. Graded P/F.

#### THR 202 The Active Voice 3

Students will be introduced to and engage in an exploration of vocal life as an active, powerful and transformational component of their entire physical, emotional, intellectual and spiritual selves. Attention will be paid to breath awareness, vocal production, speech and diction by way of study of the physiological and psychological nature of voice, lab-style participation, practice and evaluation of exercises, text presentations and performances. Not a singing class. Prerequisite: Minimum grade of C in THR 100 or 135.

#### THR 204 Introduction to the Theatre 3

A survey of drama and the theatre from historical and generic perspectives. The great periods in the theatre will be examined and a brief introduction to technical theatre and problems of direction and production given. Class trips to view plays will supplement the lectures.

#### THR 250 Performance Production II 2

Individual study of the dramatic arts, depending upon needs and interest, and intensive work within the play productions. Prerequisite: one year of work with the campus drama group or THR 150 or recommendation of the instructor. Not to be taken concurrently with 150. This course is an activity course. Graded on a P/F basis.

#### THR 308 Directing I 3

This class introduces students to the skills of directing (live or recorded performance) through a process of mastering fundamentals of theatre direction. This lab-style class places a very high premium on attendance, participation and thorough outside-of-class preparation: reading, writing, research, analysis, organization and rehearsal. Class time is devoted to presenting, observing and evaluating prepared work and culminates in a Final Scene. The Final Scene will require a minimum of 12 hours of in and out-of-class rehearsal. Prerequisite: Minimum grade of C in THR 135 or permission of instructor.

#### THR 318 Advanced Acting/Directing 3

This advanced course will focus intensely on a particular style/playwright (e.g. Shakespeare, Moliere, Pinter, Albee) within an intense collaborative rehearsal environment. Actors and directors will choose projects, research, rehearse and perform them. Class will address physical and thematic hermeneutics, literary and dramaturgical analysis, rehearsal techniques, style, Shakespeare, conceptual/improvisational approaches, adaptation, working with new plays. Prerequisite: Minimum grade of C in THR 135 or 308 or permission of instructor.

**THR 335 Acting II** 3  
 This advanced course will present a detailed study of characterization, text analysis, rehearsal technique, scene study and auditioning. Students will be exposed to and be expected to integrate a wide variety of approaches to acting and style, including realism, dance-theatre and non-western performance. Challenging character scene work will require greater responsibility to scene partners and to the issues of collaboration and self-direction. Prerequisite: Minimum grade of C in THR 135.

**THR 351 Advanced Stage Craft and Design** 3  
 An advanced study of stage craft, including advanced design principles, construction techniques, style and special effects. Prerequisite: Minimum grade of C in THR 250 or permission of instructor.

## THEOLOGICAL STUDIES

The department of Christian Studies offers the major in Theological Studies.

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

*Beyond Bible core, the following courses are required for the major in Theological Studies:*

**THEO 240\*** Theological Thinking 3  
*\*Fulfills core requirement.*

*TWO additional 200-level THEO courses:* 6

**THEO 210** Foundations of Christian Spirituality

**THEO 251** Early and Medieval Christianity

**THEO 252** Reformation and Modern Christianity

**THEO 260** Introduction to Christian Ethics

*ONE systemic focus course:* 3

**THEO 341** God and God's World

**THEO 342** Jesus Christ: Savior and Lord

**THEO 343** On Being Human

**THEO 344** The Spirit, the Church and the Word

*ONE global focus course:* 3

**THEO 315** Theological Foundations of World Religions

**THEO 335** Global Christianity

**THEO 337** Theology of Culture

*ONE contemporary focus course:* 3

**THEO 435** Modern Theology

**THEO 436** Postmodernism and Pluralism

**THEO 437** 20th Century Women Spiritual Writers

**BIB 201** Research Methods in Biblical Studies 3

**ONE BIB** elective (200-, 300- or 400-level) 3

*ONE additional THEO elective or ONE additional BIB elective* 3

**PHI 211** Faith and Philosophy 3

*THREE THEO* electives (300- or 400-level)\*\* 9

*Total Credit Hours:* 39

*\*\*NOTE: THEO electives may include HIS 372 Eastern Orthodox History and Theology, PHI 323 Augustine of Hippo and PHI 424 Thomas Aquinas.*

### MINOR IN THEOLOGICAL STUDIES

Beyond Bible core, ONE THEO core course plus ONE Biblical Studies elective and FOUR Theological Studies electives constitute a minor in Theological Studies.

### COURSE DESCRIPTIONS

**THEO 210 Foundations of Christian Spirituality** 3

This course covers: Christian belief in relation to the educational growth of young adults; belief-doubt relationships; key areas of conflict for the modern believer; sources of certainty. Prerequisite: BIB 101, 102; minimum grade of C in BIB 101, 102 for Theological Studies majors.

**THEO 240 Theological Thinking** 3

A survey of the main themes of Christian theology from both systematic and biblical perspectives. Special emphasis is on the development of responsible theological thought. Such topics as the basis of authority, the nature of God, human nature, the person and work of Christ, the Holy Spirit and the Church will be treated. Prerequisite: BIB 101, 102; minimum grade of C in BIB 101, 102 for Theological Studies majors.

**THEO 251 Early and Medieval Christianity** 3

This class involves a survey of the institutional and intellectual history of Christianity from its beginnings until the 15th century. Particular attention will be given to the development of Trinitarian and Christological doctrine in the early church, Christian understandings of sin and grace, monasticism, sacramental theology and scholasticism. Prerequisite: BIB 101, 102.

**THEO 252 Reformation and Modern Christianity** 3

A survey of the development of European Christianity in the Reformation and early modern periods. Attention is given to the reformations of the 16th century (Lutheran, Reformed, Radical, English, Catholic), to the subsequent development

of Catholic and Protestant orthodoxy, rationalism, and pietism, and to nineteenth-century developments in mission and theology. Prerequisite: BIB 101, 102.

**THEO 260 Introduction to Christian Ethics** 3  
A study in practical theology, this course will examine Christianity as a coherent vision of life. We will explore how central biblical and theological themes, such as community, fall, cross, and new creation, are to be embodied in the lives of Christians. We will focus especially on how the confession that Jesus is Lord ought to inform our approach to the ethical issues and controversies of our day. Prerequisite: BIB 101, 102.

**THEO 300 The World of Early Christianity** 3  
A historical and theological exploration of key figures, events, movements and themes in the development and expansion of the early Church. Prerequisite: Minimum grade of C in THEO 210 or permission of instructor.

**THEO 310 Spirituality in the Christian Tradition** 3  
An investigation of key texts in the classical Christian tradition, including works by Augustine, Athanasius, Chrysostom, the Desert Fathers, Bernard of Clairvaux, Julian of Norwich, St. John of the Cross, Teresa of Avila, Blaise Pascal, and Francis de Sales. Prerequisite: Minimum grade of C in THEO 210 or permission of instructor.

**THEO 315 Theological Foundations of World Religions** 3  
A detailed exploration of the explicit and implicit theologies of Buddhism, Hinduism, and Islam, aimed at grasping the internal logic and coherence of each tradition. Special attention will be given to comparing and contrasting these faiths with historic Christianity. Prerequisite: Minimum grade of C in THEO 240, 251, or 252.

**THEO 316 Theology and the Body** 3  
An exploration of the embodied nature of human existence, considered according to the rhythms of the day (clothing, eating, work, recreation, bathing, sleep) and of human life itself (virginity, marriage, pregnancy and giving birth, nurturance, suffering, death).

**THEO 325 Martin Luther** 3  
Study of the life and thought of this founding figure of the Protestant Reformation, with attention to the historical background but mainly focused on readings in Luther's own writings. This course will prepare students to understand the nature and fundamental convictions of Protestant theology.

**THEO 326 Calvin and Calvinism** 3  
An introduction to some of the primary themes and emphases in the writings of Calvin himself, and will then trace Calvin's influence in the writings of English-speaking Calvinists in England and in America. The first half of the semester will be devoted to reading selections from Calvin's Institutes, his sermons and biblical commentaries, and his polemical writings. The second half of the semester will involve the reading of works by such English and American Calvinist authors as William Perkins, William Ames, Thomas Hooker, John Cotton, Increase Mather, Jonathan Edwards, John Nevin and Charles Hodge.

**THEO 328 Karl Barth: Theologian and Witness** 3  
An introduction to one of the most significant Christian theologians in the history of the Church, and certainly the most significant Christian theologian of the 20th century: Karl Barth. The historical background of Barth's life and key themes in his thought will be explored through close readings of secondary and primary texts, course discussion and through student précis presentations.

**THEO 329 C. S. Lewis** 3  
A study of the theological vision of C. S. Lewis through his own writings, both fiction and non-fiction. Special attention is given to the features of Lewis's thought that make it an integrated whole, and also to aspects that are not widely known, or that are controversial, or that have made a distinctive contribution to Christian theology in the last hundred years.

**THEO 331 Theological Foundations of World Religions** 3  
A detailed exploration of the explicitly and implicitly theologies of Buddhism, Hinduism and Islam, aimed at grasping the internal logic and coherence of each tradition. Special attention will be given to comparing and contrasting these faiths with historical Christianity.

**THEO 335 Global Christianity** 3  
Western forms of Christian faith are becoming increasingly marginalized as the church grows dramatically in the southern hemisphere, where highly contextual, conservative and charismatic forms of the faith abound. This course will explore how the Christian faith is being embodied and carried forth in these contexts through the close reading of texts that consider how these communities read the Bible and contextualize the theological themes and liturgical forms that characterize the Christian tradition.

**THEO 337 Theology of Culture** 3

This course will look at the phenomena of human culture from a theological perspective. In particular, we will consider how culture and cultural plurality arise from interrelationships between God, humanity and creation, and that the ultimate purpose of culture is human flourishing and divine witness. At the end of the course this framework will be used to critique a selected aspect of human culture, usually through interaction with a specific text chosen by the instructor. Past selections have dealt with cultural pluralism and enhancement technologies.

**THEO 341 God and God's World** 3

An investigation of the Christian doctrine of God in its biblical foundations and its historical development, with particular attention to the life of God as Trinity and to the relationship between God and the world. Specific topics may include the relationship between transcendence and immanence, the efficacy of natural theology, the impassibility and immutability of God, the character of divine foreknowledge and providence, the nature of divine "personhood" and the debate over "social trinitarianism", and the relationship between equality and order among the divine persons.

**THEO 342 Jesus Christ: Savior and Lord** 3

This course will offer students a theological portrait of the person and work of Jesus Christ. We will consider Jesus as both mediator of revelation, creation and reconciliation and lord of culture and history. This goal will be accomplished through a consideration of the central Christological (person of Christ) and soteriological (work of Christ) doctrines of the Christian faith: their historical development, theological coherence and cultural significance.

**THEO 343 On Being Human** 3

This course will offer students a theological portrait of the human person as a creature created in the image of a triune God. Interpreting this phrase and noting its implications will occupy a great deal of our time in this course. It will also involve reflection not only on assigned texts, but also film and music that suggest the unique tensions that characterize human life as finite, fallen, redeemed, social and cultural.

**THEO 344 The Spirit, the Church and the Word** 3

This course will offer students a theological portrait of the person and work of the Holy Spirit and the nature and mission of the Church in the world. We will accomplish this goal through a consideration of the identity and function of the Holy Spirit as the Spirit of Jesus Christ, and the formation of

the Christian community as the body of Jesus Christ in the world. These two themes will be considered in terms of their historical development, theological coherence and cultural significance.

**THEO 360 Theological Themes in Children's Literature** 3

This course will explore a particular subset of children's literature, namely 20th- and early 21st-century British and American middle-grade and young-adult fiction (with a little bit of biography and memoir thrown in), with the dual intention of introducing students to this large and wonderful literature and of reflecting theologically on the stories told by these books. What questions do they raise about human life and love, about God and the world, about good and evil and sin and redemption, about fear and hope and happiness and one's place in the universe? How might they confirm or challenge or expand a Christian theological understanding of these questions and the possible range of responses that might be given them? And how do these books appear to function in the lives of the children (and others) who read them?

**THEO 370 Catholics and Protestants in Conversation** 3

An exploration of the theological encounter between Roman Catholic and Protestant Christians over the past five centuries, aimed at understanding the key points of disagreement, such as the relationship between Scripture and Tradition, the nature of justification, and the status of the Virgin Mary and the saints.

**THEO 437 20th Century Women Spiritual Writers** 3

An exploration of the writings of such authors as Roberta Bondi, Joan Chittister, Dorothy Day, Annie Dillard, Frederica Mathews Greene, Anne Lamott, Madeline L'Engle, Kathleen Norris, Virginia Stem Owens, Barbara Brown Taylor, and Phyllis Tickle, with particular attention given to these authors' perspectives on the themes of church membership and ministry (that is, ecclesiology) and one's life work (that is, vocation).

**THEO 435 Modern Theology** 3

The course examines the central figures, themes and movements in theology during the 19th and 20th centuries with particular attention to what is distinctive about modern theology, how it is related to philosophical and cultural developments and how traditional Christians may critically appropriate modern insights. Prerequisite: Minimum grade of C in THEO 240.

**THEO 436 Postmodernism and Pluralism 3**

A critical, theological study of contemporary postmodernism and religious pluralism, aimed at developing an appropriately complex understanding of Christianity's truth and of Christianity's place in a diverse religious world. Prerequisite: Minimum grade of C in THEO 240.

**THEO 440 Senior Seminar 3**

Consideration of special topics in theological studies helpful for integrating theological knowledge and liberal arts studies. Prerequisite: Minimum grade of C in THEO 240 or permission of instructor.

## YOUTH MINISTRIES

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

#### YOUTH MINISTRIES

YMIN 101	Introduction to Youth Ministry	3
YMIN 102	The Gospel and Adolescent Culture	3
YMIN 205	Youth Ministry and the Small Group Process	3
YMIN 207	Youth Ministry Programming Skills	3
YMIN 305	Youth Ministry Administration	3
YMIN 402	Discipling Youth	2
YMIN 404	Senior Seminar	2
	<i>Subtotal Credit Hours:</i>	19

YMIN 313, 314	Field Placement I <u>or</u>	1, 1
YMIN 315	Summer Field Placement I	1 or 2
YMIN 413, 414	Field Placement II <u>or</u>	1, 1
YMIN 415	Summer Field Placement II	1 or 2
	<i>Subtotal Credit Hours:</i>	4

Choose ONE of the following courses: 3

(may include courses taken to meet CORE requirements)

PSY 206	Adolescent Psychology	
PSY 240	Basic Counseling Skills	
SOC 310	The Family	

Choose ONE of the following courses: 3

YMIN 203	Youth Ministry in the Wilderness	
YMIN 303	Ministry in the Urban Setting	
YMIN 304	Issues in Urban Youth Ministry	
YMIN 316	Practicum: International Youth Ministry	

Choose TWO of the following courses: 4

YMIN 202	Youth Ministry and Evangelistic Strategy	
YMIN 217	Youth Ministry Teaching Lab	
YMIN 406	Youth Ministry Skills Clinic	
	<i>Subtotal Credit Hours:</i>	10

### Bible and Theology Courses:

(Note: The Youth Ministries major includes a minor in Biblical Studies.)

TWO courses in Theology:

(to include CORE requirements)

THEO 210	Foundations of Christian Spirituality	3
THEO 240	Theological Thinking	3
	<i>Subtotal Credit Hours:</i>	6

Choose FOUR of the following courses: 12

(in addition to CORE requirements)

BIB 265	Biblical Hermeneutics	
BIB 322	Paul: His Life, Letters and Theology	
BIB 340	Studies in the Synoptic Gospels and Acts	
BIB 380	Studies in the Pentateuch	
BIB 390	Hebrews and the General Epistles	
BIB 410	John: The Spiritual Gospel	
BIB 450	Biblical Theology	
	<i>Subtotal Credit Hours:</i>	12
	<i>Total Credit Hours:</i>	51

### COURSE OFFERINGS

#### YMIN 101 Introduction to Youth Ministry 3

This course will be a study of the physical and emotional development of adolescents, and the development of a philosophy of ministry with adolescents, with guidelines and discussion relating to the implementation of a program of ministry within the framework of the local church as well as in various other contexts.

#### YMIN 102 The Gospel and Adolescent Culture 3

This course will survey various elements of the youth culture and the adolescent experience while considering ways that these elements of culture and experience are addressed by the Gospel of Christ. The course will feature discussion of traditional adolescent issues and a survey of curricula and materials that address these issues.

#### YMIN 201 Communicating the Gospel to Youth 2

This course will examine the basic questions of youth ministry: What is the Gospel? What is the Church? What is youth ministry? What are the essential elements of Christian experience that we are attempting to convey to teenagers?

#### YMIN 202 Youth Ministry and Evangelistic Strategy 2

The ministry of outreach and evangelism is a critical component of any effective youth ministry.



This course will examine the biblical bases for evangelistic ministry, the essential components of the evangelistic message, and will survey various modes and means of personal and group evangelism.

**YMIN 203 Youth Ministry in the Wilderness 3**

This course will explore the value and rationale for youth ministry in the context of wilderness camping. Special emphasis will be placed on the logistics of group camping in the wilderness setting, and how to plan and execute such a trip. Course participants will learn ways of using the wilderness experience for group building, leadership development and personal spiritual growth. The course will climax with a one-week wilderness trip that will introduce backpacking, rock-climbing and whitewater rafting. Limit: 10 students. Offered in Summer Session I. Additional fees.

**YMIN 205 Youth Ministry and the Small Group Process 3**

By learning and participating in a small group, students will gain the basic skills necessary for facilitating small groups in a youth ministry context. Through this experience, students will learn how to create an atmosphere where youth can meet together regularly and become committed to each other, to the group, and to growing together in their faith in Christ. Biblical principles such as humility, honesty, faith, love, reconciliation and forgiveness will be explored. Prerequisites: Minimum grades of C in YMIN 101, 102.

**YMIN 207 Youth Ministry Programming Skills 2**

This course is designed to train students in skills necessary for effective youth ministry. This phase of the skills curriculum will focus on creativity, learning styles, event planning, communication skills and techniques. The course will utilize a laboratory approach that begins with instruction and moves into hands-on participation. Prerequisite: Minimum grade of C in YMIN 101.

**YMIN 211-212 Seminar in Campus Ministry I, II 2, 2**

This two-semester course will prepare selected students for effective campus ministry as student chaplains, primarily in campus residence halls. Students will be instructed by theory and practice concerning the "internal" facets of campus ministry (e.g., devotional life, spiritual disciplines). The second semester will focus on special topics that impact campus ministry to empower student chaplains to have a more effective ministry in the residence halls.

**YMIN 217 Youth Ministry Teaching Lab 2**

Using the format of student presentations and peer evaluations, the course will focus on how to interpret the Bible and teach biblical principles to teenagers. Creative teaching, Bible study structure and using media in ministry will be included. Prerequisite: minimum grade of "C" in YMIN 207.

**YMIN 303 Youth Ministry in the Urban Setting 3**

The objective of this course is to give students a vision for youth ministry in an urban environment. Students will not only have opportunity to see and experience various approaches to urban youth ministry, but will also be challenged to explore their attitudes toward cross-cultural ministry, racism and poverty. Prerequisites: Minimum grades of C in YMIN 101, 102.

**YMIN 304 Issues in Urban Youth Ministry 3**

This course is designed to cover a wide range of topics and issues related to doing ministry with youth in urban environments. Along with examining urbanism, poverty, culture and context we will also look at youthful counter movements in cities. We will ask questions about the city's appeal to suburban and rural youth, neo-yuppies, gentrification, urban development and renewal. Students in this class will have an opportunity to research and present their findings on a particular urban youth sub-culture and their unfolding vision for doing ministry with that particular group.

**YMIN 305 Youth Ministry Administration 3**

This course will focus on some of the "nuts-and-bolts" areas of everyday youth ministry in the parish and para-church setting. Topics examined will range from organizing and administering a youth program to counseling teenagers, the dynamics of team ministry and working with volunteers. Other practical concerns that will be given attention are finances and budgeting, church staff relationships and promotional skills. Offered every spring. Prerequisites: Minimum grades of C in YMIN 101, 102, 207.

**YMIN 313, 314 Field Placement I 1, 1**

Each youth ministry major is required to complete a total of 320 hours (4 semester credits) of field placement. This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships (see 315, 415), one-year, full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life



or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Prerequisite: Permission of the Youth Ministries program director.

**YMIN 315 Summer Field Placement I** 1 or 2  
See YMIN 313, 314. The amount of credit earned through summer placement will be determined by the Youth Ministries program director. Prerequisite: Permission of the Youth Ministries program director.

**YMIN 316 Practicum: International Youth Ministry** 3  
This course is designed to help students reflect on a cross-cultural ministry experience to help them integrate their calling to youth ministry and their own identity. Following a practical, hands-on youth ministry experience in a cross-cultural setting overseas, students will enroll in this course for a reflective process in which they will evaluate their personal and ministry experiences from their international ministry setting. Prerequisite: Permission of the Youth Ministries program director.

**YMIN 340 Practicum: Ministry with Troubled Teenagers** 3  
The objective of this course will be to review various theoretical approaches to Christian counseling and to apply those approaches to issues that are specific to adolescence: identity formation, spiritual formation, family issues, sex and sexuality, pregnancy, abortion, abuse, delinquency, eating disorders, suicide and substance abuse. Prerequisites: Minimum grades of C in YMIN 102 and PSY 206 or permission of instructor or Youth Ministries program director.

**YMIN 402 Discipling Youth** 2  
Beginning with a biblical definition of Christian discipleship, special attention is given to identifying what Christian discipleship looks like in the adolescent culture. Students review various components of a ministry of discipleship and examine strategies of discipling youth. The course uses lecture, classroom discussion, independent research and a three-to-five-day field trip to view various youth discipleship programs. Students will be charged an additional fee to cover extra food and housing costs for the travel component of the course. Due to the unusual nature of this course, it is offered only in Summer Session 1. Prerequisites: Minimum grades of C in YMIN 101, 102.

**YMIN 404 Senior Seminar** 2  
Using a seminar format, special focus and attention will be given to questions that often emerge in

youth ministry: At what point does parental responsibility override a confidential youth-youth minister relationship? How does one handle various problems of discipline? What is the relationship between para-church and local church youth programs? The course will utilize a case-study approach in exploring some of these issues. Limit: 10 students. To be offered every spring. Prerequisites: Minimum grades of C in YMIN 305.

**YMIN 406 Youth Ministry Skills Clinic** 2  
This course will be designed to give students opportunities to exercise their skills in teaching the Bible to teenagers. We will focus on creative teaching methods, curriculum design and various approaches to Bible study (topical, textual, etc.). Class sessions will consist largely of student presentations and careful group critique of those presentations. Prerequisites: Course is open to youth ministry majors who are in their junior or senior year and have successfully (minimum grades of C) completed YMIN 101, 102, 207 or who have permission of the instructor.

**YMIN 413, 414 Field Placement II** 1, 1  
See description for YMIN 313, 314.

**YMIN 415 Summer Field Placement II** 1 or 2  
See description for YMIN 315.

## ESPERANZA COLLEGE

Esperanza College of Eastern University offers the A.A. degree in Liberal Arts Studies, with the opportunity to concentrate the last semester on either Business, Communications or Education. Students are admitted after taking placement tests in both Spanish and English, and then assigned to either the Language Transition Track (LTT) or the Language Development Track (LDT). Course work in the LTT is delivered in Spanish during the first two semesters, with an increasing amount of English included. The third semester, the course is in English, with occasional explanations in Spanish when needed. The fourth and final semester, all work is in English. For the LDT students, all classes are in English, with emphasis on developing their academic English and Spanish skills. The academic program is delivered in a cohort model and includes the following courses:

**BIBLE 101 Nature and Meaning of the Old Testament** 3  
A descriptive and critical introduction to the nature of biblical revelation, principles of interpretation, and major elements of the Old Testament, including the primeval and patriarchal histories, the exodus, conquest and monarchic traditions, the message of the prophets and the exilic period.

**BIBLE 102 Nature and Meaning of the New Testament** 3

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

**BIOLOGY 104 Human Biology** 4

A study of the origin and structure of cells, energy transformation, the structure and function of major organ systems, inheritance, reproduction and development. Emphasis is on human biology. Laboratory included.

**BUSINESS 202 Principles of Marketing** 3

Basic principles and practices involved in the distribution of goods and services, market surveys, advertising and salesmanship. Taken by students electing the Business concentration during the fourth semester.

**BUSINESS 206 Principles of Management and Leadership** 3

Planning, organizing, directing, coordinating, and controlling the activities of the administrative unit; evolution of management thinking. Taken by students electing the Business concentration during the fourth semester.

**COMMUNICATION STUDIES 120 Public Speaking** 3

A first course in speaking to entertain, inform and persuade. Course includes preparation, organization and delivery of speeches and uses informal low-key approach designed to reduce performance anxiety.

**COMMUNICATION STUDIES 201 Interpersonal Communication** 3

This course presents the theories, skills, and competencies required to establish and support healthy ongoing interpersonal relationships. Taken by students electing the Communications concentration during the fourth semester.

**COMMUNICATION STUDIES 203 Group Communication and Leadership** 3

The focus of this course is on the theories and skills related to the initiation, development and effective conduct of task-focused small groups. The theory and skills of leadership appropriate to small task groups is also emphasized. Taken by students electing the Communications concentration during the fourth semester.

**COMMUNICATION STUDIES 206 Listening and Nonverbal Communication** 3

Effective listening across communication contexts is essential to understanding in relationships, during group task activities, in response to public presentations, and in communication across differences. The course presents theory and research that informs skills and provides opportunity to develop personal skill in listening. It is recommended that students take Nonverbal Communication at the same time (since the courses are partnered together). Taken by students electing the Communications concentration during the fourth semester.

**COMMUNICATION STUDIES 212 Business Communication** 3

An overview of the communication skills required for success in an organizational setting. A primary emphasis is on business presentations including media-assisted presentations (power-point, etc.). Other areas of communication such as team or group, computer, supervisory, etc. are covered. Taken by students electing the Business concentration during the fourth semester.

**COMMUNICATION STUDIES 260 Communication Across Cultures** 3

Explore the art of intercultural communication and cross-cultural living as members of the "Global Village." This course provides an opportunity for self-discovery, awareness of "other" and development of communication skills required for multicultural contexts. Specific issues related to ethics, culture, survival and safety in the new environment and stress management are considered. Basic to the course is the supervised development of relationships with people of "other" cultures. Taken by students electing the Communications concentration during the fourth semester.

**COMPUTER SCIENCE 110 Computer Literacy** 3

An introduction to computer hardware and software within a focus on microcomputers. Emphasizes hands-on experience with commonly used software packages, including word processing, spread sheets and databases. A major component of the course also considers the impact of computers on various sectors of modern social life. May be taken only by students enrolled in the Esperanza program.

**ECONOMICS 200 Personal Stewardship** 3

Individual and family stewardship planning, to include: budgeting, financial services, personal taxation, consumer credit, food budget, housing, insurance and investing. Taken by students electing the Business concentration during the fourth semester.

**EDUCATION 201 Introduction to Special Education** 3

This course is designed to provide a full overview of the historical analysis of Special Education: classifications/definitions and patterns of behavior, description of assessment and intervention strategies, legislation and litigation, outside forces that influence Special Education and their relationship to the system. Students will concentrate on their particular area of education as it relates to Special Education. Ten hours of observation required. Taken by students electing the Early Childhood Education concentration during the fourth semester.

**EDUCATION 207 Child, Adolescent and Educational Development** 3

Study of individual development from the prenatal period through childhood and the early twenties. Course covers details of physical, cognitive and psychosocial development, as well as the interrelation of these dimensions. Major conflicts and issues associated with different developmental levels are also explored. Approximately 10 hours of classroom observation is required. Taken by students electing the Early Childhood Education concentration during the fourth semester.

**EDUCATION 250 Field Experience** 3

A full-time field experience in a school requiring a minimum of 15 hours as a teacher's aide. The student must keep and submit a log of the experience. May be done in the following settings: early childhood, elementary, Christian school or special education. A combination of settings may be approved by the Dean after consulting with the Eastern University Education Department. Taken by students electing the Early Childhood Education concentration during the fourth semester.

**EDUCATION 328 Early Childhood Education: Principles and Procedures** 3

Discussion of current theories of early childhood education including Montessori method, Piaget approach, Progressive Movement, Behavioral Approach. Models of preschool programs described: Infant Programs, Day Care, Head Start/Home Start, Parent/Child Centers, Programs for the Handicapped, etc. A 10-hour observation/field placement in an approved setting is required. Taken by students electing the Early Childhood Education concentration during the second semester.

**EDUCATION 329 Early Childhood Education: Curriculum and Assessment** 3

Emphasis on creating an environment conducive to early learning with reference to major early

childhood program models and related classroom materials. Methods of assessment will be discussed and utilized with preschool children and programs. A 10-hour observation/field placement in an approved setting is required. Taken by students electing the Early Childhood Education concentration during the third semester.

**EDUCATION 382 Methods of Classroom Management** 3

Course provides practical classroom management techniques for pre-service teachers. Various strategies and specific interventions from strategies will be examined. Therapeutic and preventive measures are dealt with as they pertain to the classroom. A 10-hour observation/field placement in an approved setting is required. Taken by students electing the Early Childhood Education concentration during the fourth semester.

**EDUCATION 400 Literacy Foundations for Primary Grades** 3

An eclectic approach to the reading process is explored, considering student learning modes and abilities. A holistic view is taken to various reading systems, i.e., phonics, linguistics, organic and experience based, individualized reading. Juvenile Literature is considered a basic part of instruction in reading. The scope of the course covers beginning reading, reading in content areas, and reading difficulties of some children. Students tutor a child for a minimum of 10 hours during the semester. Taken by students electing the Early Childhood Education concentration during the fourth semester.

**ENGLISH 101 Introduction to Academic English** 3

This course introduces the student to language skills and concepts needed to be successful in the college context. It emphasizes using appropriate diction and language, the use of standard English, including spelling, punctuation and grammar, and the demonstration of critical thinking skills in analyzing a passage or in developing an argument. Taken concurrently with LAN 146, 157 or 167.

**ENGLISH 102 College Writing** 3

A course in analytical writing designed for all students. Work will include discussion of the writing process, practice in writing expository prose and the execution of a short research paper. Taken concurrently with LAN 147, 158 or 168. Prerequisite: A grade of C or higher in ENG 101.

**ENGLISH 163 Rhetorical Patterns in Writing** 3

This course is designed to help students effectively organize thoughts into clear, coherent essays.

Understanding of different rhetorical patterns; narration, description, process analysis, cause and effect, compare and contrast, persuasion, and argument will be gained. Course content includes the writing process, rhetorical patterns, correct writing, and revising strategies. Taken concurrently with LAN 149, 159 or 169. Prerequisite: A grade of C or higher in ENG 102.

**ENGLISH 220 Studies in the Novel and Short Fiction** 3

A study of the elements of fiction in short story and novel form, selecting contemporary authors who focus on justice issues and multicultural experience. Taken concurrently with LAN 150, 160 or 170. Prerequisite: A grade of C or better in ENG 163.

**INST 150 Introduction to Faith, Reason, and Justice** 3

This course introduces students to the mission and values of Eastern University by exposing them to the three major commitments of the University: faith, reason, and justice, as well as to the related themes of community, scholarship, service, and church.

**INST 161 Heritage of Western Thought and Civilization: The Modern World** 3

This course will survey the emergence of modern Western civilization to global stature through its literature, philosophy and history, from the French Revolution through the end of the Cold War. It will ask, from both Christian and competing perspectives, how modern western civilization has incorporated the industrial, intellectual, scientific, and political revolutions of the 19th and 20th centuries, and how they have challenged the Christian faith.

**INST 270 Justice in a Pluralistic Society** 3

This interdisciplinary course uses both biblical and philosophical frameworks to examine the complexities of social justice in a pluralistic society. The focus is on the United States, with connections to the global community. Principles of social justice are used to explore issues of race, gender and class. Emphasis is placed on the student understanding her/his own identity and life situation, including what values, attitudes and knowledge have shaped her/his own worldview. Attention is given to students developing skills in interacting with people from diverse groups and in bringing about social justice in the larger society.

**LANGUAGE 146 Language Practicum** 1

Intermediate note taking, and general academic listening and speaking skills. Taken concurrently with ENG 101.

**LANGUAGE 147, 157, 167**

**Language Practicum** 1

High intermediate note taking, and general academic listening and speaking skills. Prerequisite: a grade of C or higher in LAN 146 for LAN147 LAN 147 taken concurrently with ENG 102; LAN 157 and 167 taken concurrently with ENG 101.

**LANGUAGE 158, 168 Language Practicum** 1

Advanced note taking, and general academic listening and speaking skills. Prerequisite: a grade of C or higher in LAN 157, 167 Taken concurrently with ENG 102.

**LANGUAGE 149, 159, 169 Language Practicum** 1

The process of the research paper from beginning to end including Works cited, outlining, thesis statement, organization, finding resources, writing a 12 page research paper on an immigrant group in the U.S. MLA format required. Prerequisite: a grade of C or higher in LAN 147, 158, 168 Taken concurrently with ENG 163.

**LANGUAGE 150, 160, 170 Language Practicum** 1

Listening practice through media. Troublesome grammar and proper citation reviewed when needed. Practice with idioms and two-word verbs. Prerequisite: a grade of C or higher in LAN 149, 159, 169. Taken concurrently with ENG 220.

**MATH 103 Mathematical Ideas** 3

The objectives of this course are to develop an appreciation for mathematics, to provide an insight into the methods of reasoning used by mathematicians, and to discuss its historical development. It is intended for the liberal arts student who has had little contact with mathematics, and elementary and secondary education majors.

**SOCIOLOGY 100 Introduction to Sociology** 3

The nature of society with special emphasis on the basic concepts, social processes, social institutions and social change.

**SPANISH 101-102 Elementary Spanish** 3-3

Basic grammar and vocabulary, written and oral exercises, introductory readings. Both semesters must be completed satisfactorily to receive credit. Assignment to these courses is based on admission test score.

**SPANISH 103 Accelerated Elementary Spanish** 3

A one-semester accelerated Spanish course that covers two semesters in one, equivalent to Spanish 101-102. Assignment to this course is based on admission test score.

**SPANISH 150 Spanish Grammar and Conversation for Native Speakers** 3

The purpose of this course is to help Spanish-dominant students improve their oral and written Spanish. The course will review grammatical structures and rules of spelling and accents. Students will use these structures in both written and oral presentations. Assignment to this course is based on admission test score.

**THEOLOGY 210 Foundations of Christian Spirituality** 3

This course covers the following subjects: Christian belief in relation to the educational growth of persons; belief-doubt relationships; key areas of conflict for the modern believer; sources of certainty. Prerequisites: BIB 101 and BIB 102.

**OREGON EXTENSION**

Eastern University provides transcript service for students participating in the Oregon Extension. A fall semester is divided into four month-long segments of study. Students choose one course as their focus for each segment. Course descriptions are available upon request and are expressed in very general terms in order to honor the courses' interdisciplinary character as well as their individualized, guided-study format, allowing maximum flexibility in meeting students' true interests.

**Segment One: Contemporary Issues**

HIS 395 OE	Selected Issues in Contemporary World History	4
SOC 395 OE	Selected Issues in Contemporary Social Criticism	4

**Segment Two: Social Thought**

ARH 396 OE	Topics in the Intersection of Art and Society	3
BIB 396 OE	Selected Social Issues in Biblical Perspective	3
COM 396 OE	Topics in the Relationship of Society and Human Communications	3
EDU 396 OE	Topics in Educational Theory and Practice	3
ENG 396 OE	Literary Perspectives on Society	3
HIS 396 OE	Selected Topics in Social Thought in Historical Perspective	3
PHI 396 OE	Selected Social Issues in Philosophical Perspective	3
POS 396 OE	Topics in the History of Political Thought	3
PSY 396 OE	Selected Social Issues in Psychological Perspective	3
SCI 396 OE	Topics in the Relationship of Science and Society	3

SOC 396 OE	Topics in the Study of Society	3
THEO 396 OE	Topics in the Relationship of Religion and Society	3
INST 396 OE	Directed Study	3

*An individualized course of study which includes lectures, readings in related disciplines and a research project, examining a topic of critical interest to a student in an academic area not included in the Human Stories course listings. Topic will be approved by the student's academic advisor and the Oregon Extension faculty.*

**Segment Three: Human Stories**

ARH 396 OE	Artistic Perspectives on the Human Experience	3
BIB 397 OE	Biblical Perspectives on the Human Experience	3
ENG 397 OE	Literary Perspectives on the Human Experience	3
HIS 397 OE	Historical Perspectives on the Human Experience	3
PHI 397 OE	Philosophical Perspectives on the Human Experience	3
PSY 397 OE	Psychological Perspectives on the Human Experience	3
SOC 397 OE	Sociological Perspectives on the Human Experience	3
THEO 397 OE	Religious Perspectives on the Human Experience	3
INST 397 OE	Directed Study	3

**Segment Four: Living Faith**

ARH 398 OE	Topics in the Relationship of Religion and the Arts	3
BIB 398 OE	Topics in Biblical Exegesis	3
COM 398 OE	Topics in the Relationship of Religion and the Media	3
ENG 398 OE	Topics in the Relationship of Religion and Literature	3
HIS 398 OE	Topics in Religious History	3
PHI 398 OE	Topics in the Philosophy of Religion	3
PSY 398 OE	Topics in the Psychology of Religion	3
SCI 398 OE	Topics in the Relationship of Religion and the Natural Sciences	3
SOC 398 OE	Topics in the Sociology of Religion	3
THEO 398 OE	Topics in the Study of Religion	3
INST 398 OE	Directed Study	3

**Semester-long course for all students:**

COM 399 OE	Composition and Rhetoric	3
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*Individualized and group instruction in discussion participation, research skills, essay writing and formal oral presentation.*



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

e-mail: [alumni@eastern.edu](mailto:alumni@eastern.edu)

1-800-600-8057

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Laura Manger '98, *EU Representative*

## 2008-09 Semester Calendar

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### FALL 2008 SEMESTER

Classes Begin/Last Day to Register	Wednesday	August 27
Fall Convocation	Friday	August 29
Labor Day Holiday - No Classes	Monday	September 1
Last Day to Make Schedule Changes (Drop/Add)	Wednesday	September 3
Homecoming/Family Weekend	Friday-Sunday	October 10-12
Fall Free Day - No <u>Daytime</u> Classes (Evening classes will meet as scheduled.)	Thursday, Friday	October 16, 17
Registration for Spring 2009	Online Begins	Late October
Mid-semester Warnings Issued to Undergraduates	Tuesday	October 28
Last Day to Withdraw from Class - No Academic Penalty	Wednesday	November 5
Thanksgiving Vacation	Wednesday-Sunday	November 26-30
Classes End	Friday	December 5
Final Examinations	Monday-Friday	December 8-12
Commencement	Saturday	December 13

### SPRING 2009 SEMESTER

Classes Begin/Last Day to Register	Monday	January 12
Martin Luther King Holiday Observed – No Classes	Monday	January 19
Last Day to Make Schedule Changes (Drop/Add)	Tuesday	January 20
Faith Forum	Wednesday-Friday	February 11-13
Mid-semester Vacation	Saturday-Sunday	February 28 - March 8
Mid-semester Warnings Issued to Undergraduates	Wednesday	March 18
Last Day to Withdraw from Class - No Academic Penalty	Thursday	March 26
Registration for Fall 2009	Online Begins	Late March
Easter Break	Friday-Monday	April 10-13
Graduate and Evening Classes Resume at 4:30 p.m.	Monday	April 13
Classes End	Monday	April 27
Study Day	Tuesday	April 28
Final Examinations	Wednesday-Tuesday	April 29-May 5
Baccalaureate	Friday	May 8
Commencement	Saturday	May 9

### SUMMER I 2009 (OPTIONAL SESSION)

Classes Begin	Wednesday	May 13
Memorial Day Holiday	Monday	May 25
Classes End/Final Examinations	Tuesday, Wednesday	June 23, 24

### SUMMER II 2009 (OPTIONAL SESSION)

Classes Begin	Monday	June 29
Independence Day Holiday	Friday	July 3
Classes End/Final Examinations	Wednesday, Thursday	August 5, 6

*NOTE: Accelerated programs offered in the Campolo College of Graduate and Professional Studies follow rolling calendars individualized for each cohort of students.*

## 2009-10 Semester Calendar

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### FALL 2009 SEMESTER

Classes Begin/Last Day to Register	Wednesday	August 26
Fall Convocation	Friday	August 31
Last Day to Make Schedule Changes (Drop/Add)	Wednesday	September 2
Labor Day Holiday - No Classes	Monday	September 7
Homecoming/Family Weekend	Friday-Sunday	October 9-11
Fall Free Day - No <u>Daytime</u> Classes (Evening classes will meet as scheduled.)	Thursday, Friday	October 15, 16
Registration for Spring 2010	Online Begins	Late October
Mid-semester Warnings Issued to Undergraduates	Tuesday	October 27
Last Day to Withdraw from Class - No Academic Penalty	Wednesday	November 4
Thanksgiving Vacation	Wednesday-Sunday	November 25-29
Classes End	Friday	December 4
Final Examinations	Monday-Friday	December 7-11
Commencement Ceremonies	Saturday	December 12

### SPRING 2010 SEMESTER

Classes Begin/Last Day to Register	Monday	January 11
Martin Luther King Holiday Observed - No Classes	Monday	January 18
Last Day to Make Schedule Changes (Drop/Add)	Tuesday	January 19
Faith Forum	Wednesday-Friday	February 8-12
Mid-semester Vacation	Saturday-Sunday	February 27 - March 7
Mid-semester Warnings Issued to Undergraduates	Wednesday	March 17
Last Day to Withdraw from Class - No Academic Penalty	Thursday	March 25
Registration for Fall 2010	Online Begins	Late March
Easter Break	Friday-Monday	April 2 - 5
Graduate and Evening Classes Resume at 4:30 p.m.	Monday	April 5
Classes End	Monday	April 26
Study Day	Tuesday	April 27
Final Examinations	Wednesday-Tuesday	April 28-May 4
Baccalaureate	Friday	May 7
Commencement Exercises	Saturday	May 8

### SUMMER I 2010 (OPTIONAL SESSION)

Classes Begin	Wednesday	May 12
Memorial Day Holiday	Monday	May 24
Classes End/Final Examinations	Tuesday, Wednesday	June 22,23

### SUMMER II 2010 (OPTIONAL SESSION)

Classes Begin	Monday	June 28
Classes End/Final Examinations	Wednesday, Thursday	August 4, 5

*NOTE: Accelerated programs offered in the Campolo College of Graduate and Professional Studies follow rolling calendars individualized for each cohort of students.*

# DIRECTIONS TO EASTERN UNIVERSITY

## ST. DAVIDS, PENNSYLVANIA

**From I-476,** Take Exit 13 (St. Davids/Villanova) and follow U.S. Route 30 West (Lancaster Avenue). Turn right on Radnor-Chester Road. Turn left on King of Prussia Road. Turn left on Eagle Road. University entrance is on your left.

**From Philadelphia,** Schuylkill Expressway (I-76) West to exit for I-476 South. Follow directions "From I-476."

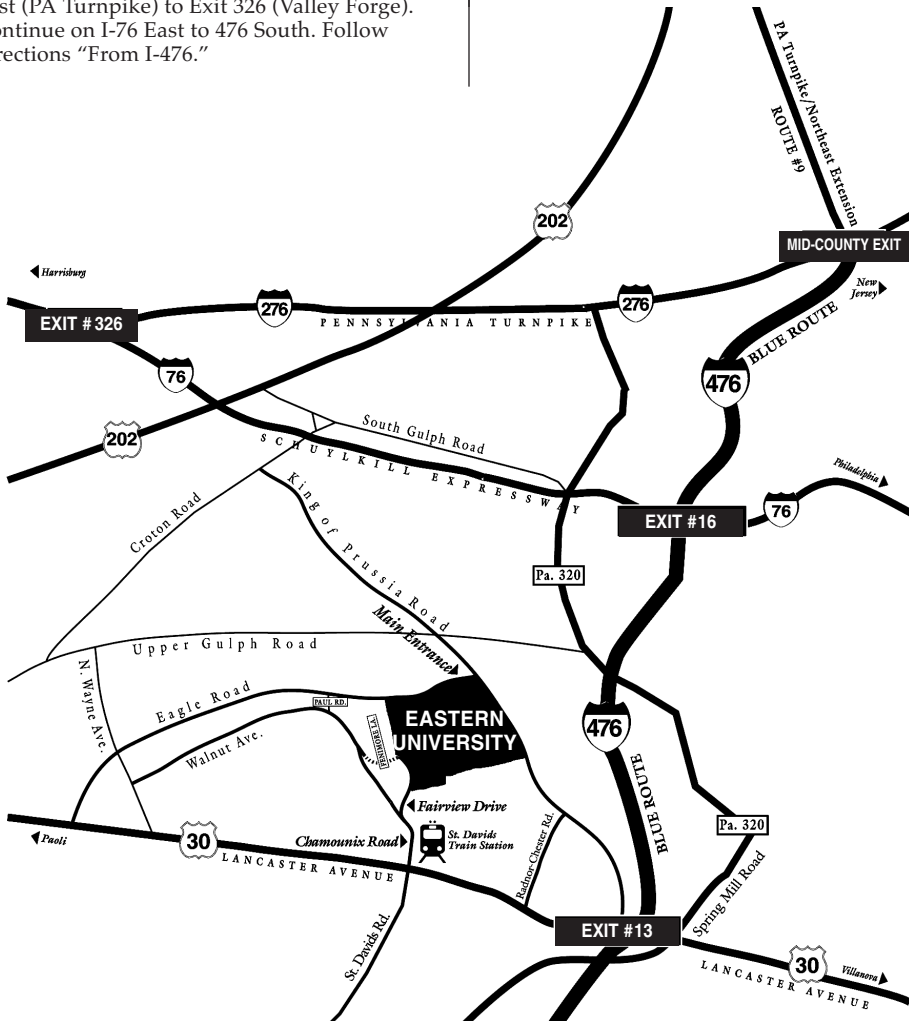
**From Pittsburgh and Points West,** Take I-276 East (PA Turnpike) to Exit 326 (Valley Forge). Continue on I-76 East to 476 South. Follow directions "From I-476."

**From Northern PA and New York,** Take I-81 South to the Northeast Extension (I-476 South) Follow directions "From 476."

**From New York City and New England,** Take I-95 South to the NJ Turnpike, continue south. Exit at I-276 West (Exit 359, PA Turnpike). Take Mid-County Exit, 476 South. Follow directions "From I-476."

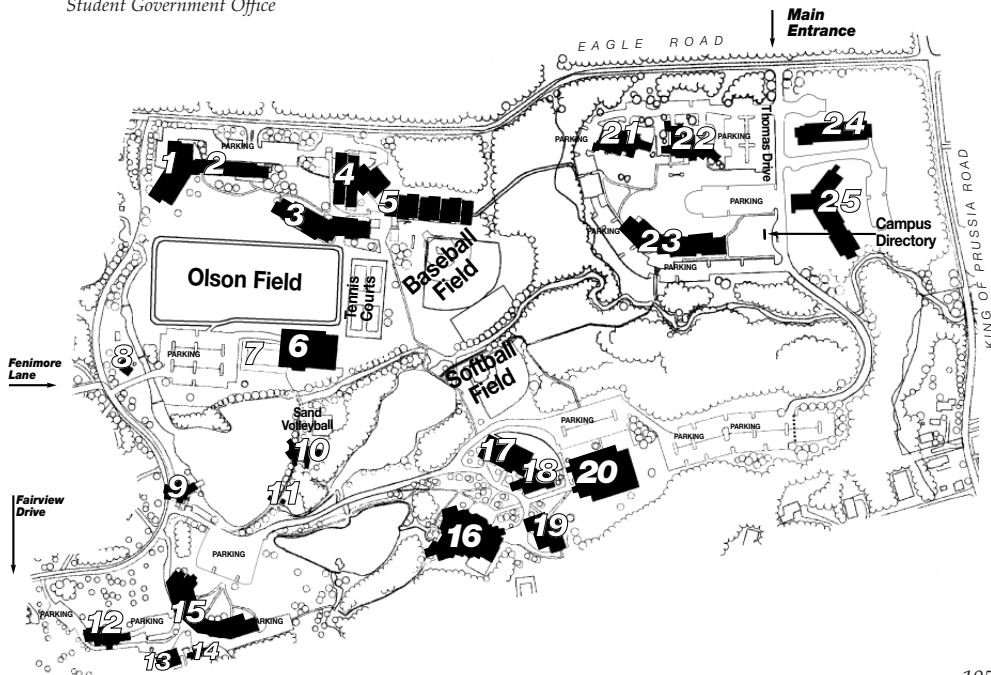
**From Washington, D.C., Baltimore, MD and Points South,** Take I-95 North into Pennsylvania to I-476 North. Follow I-476 North to Exit 13 (St. Davids/Villanova). Follow directions from I-476.

**From the Train,** get off at St. Davids and follow Chamounix Road to Fairview Drive.



# ST. DAVIDS CAMPUS

1. Kea Residence Hall
2. Guffin Residence Hall  
*Breezeway Café*
3. Gough Residence Hall  
*Conference Rooms*
4. Hainer Residence Hall
5. Gallup Residence Halls
6. Gymnasium  
*Athletics Department, Athletic Training Center, Dance Studio*
7. Swimming Pool
8. Gym Cottage
9. Gate House  
*Bachelor of Science in Nursing Office (BSN)*
10. Log Cabin
11. Historic Waterwheel
12. Ott Hall  
*Alumni Relations, Business and Finance Office, Communications Office, Development Office, Security Office*
13. Adams Hall  
*Campus Services/Plant Operations*
14. Grounds Building
15. Doane Residence Hall  
*Student Health Center*
16. Walton Hall  
*Baird Library, Career Placement Office, Coffee Shop, Conference Rooms, Copy Center, Cushing Center for Counseling and Academic Support (CCAS), Dining Commons, Faith and Practice Center, Mail Room, Security Office, Student Development Offices, Student Government Office*
17. Warner Library/Harold C. Howard Center  
*Bookstore, Classrooms, Sociology, Missions/Anthropology, Youth Ministry*
18. Mall Cottage  
*Financial Aid Office, Institutional Research Office, Student Accounts Office*
19. Andrews Hall  
*Business, Chemistry, Communication Studies*
20. McInnis Learning Center  
*Arts and Sciences Dean's Office, Academic Computing Administrative Computing, Auditorium, Bradstreet Observatory, Classrooms and Science Laboratories, Computer Laboratory, Education Laboratory, Faculty Offices, Instructional Technology Center (I.T.S.C.), Planetarium, Registrar's Office*
21. Workman Hall  
*Music Department*
22. Fowler Hall  
*Admissions Office - Undergraduate, Chancellor's Office, Evangelical Association for the Promotion of Education (EAPE), Human Resources, President's Office, Provost's Office, Templeton Honors College*
23. Sparrowk Residence Hall
24. Eagle Learning Center
25. Eagle Residence Hall





## **CORRESPONDENCE DIRECTORY**

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EASTERN UNIVERSITY  
1300 Eagle Road, St. Davids, PA 19087-3696  
610.341.5800 www.eastern.edu

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

### Admissions, Program Information

#### Graduate

610.341.5972

FAX: 610.341.1468

#### Undergraduate

610.341.5967

FAX: 610.341.1723

### Advising and First-Year Programs

610.341.1583

### Alumni Affairs

610.341.1456

### Athletics

610.341.1736

### Billing

610.341.5831

FAX: 610.341.1492

### Campolo College of Graduate and Professional Studies

1.800.732.7669

### Career Planning

610.341.5827

### Christian Life Activities

610.341.5826

### Curricular Matters, Records, Transcripts

610.225.5011

FAX: 610.341.1707

### Cushing Center for Counseling and Academic Support

610.341.5837

### Dean of Arts and Sciences

610.341.5893

### Dean of Students

610.341.5822

### Financial Aid

610.341.5842

FAX: 610.341.1492

### Graduate Education Advising

610.341.1458

### International Student Services

610.341.5870

### Off-campus Study

610.225.5010

### Public Relations

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### Registrar

610.341.5853

FAX: 610.341.1707

### School of Leadership and Development

610.341.4367

### School for Social Change

215.769.3100

FAX: 215.765.3605

### Student Accounts Office

610.341.5831

FAX: 610.341.1492

### Student Health Center

610.341.5955

### Student Housing

610.341.5840

FAX: 610.341.1705

## **LOCATION**

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Eastern University in St. Davids, Pennsylvania, is on Philadelphia's Main Line. This residential area is one-half mile north of Lancaster Pike (U.S. Highway 30) at the eastern edge of the town of Wayne. Eastern's convenient suburban setting is just minutes from exit 13 of I-476 and within easy access of the city of Philadelphia. SEPTA trains (the Bryn Mawr-Paoli Local) run on the average of every half-hour from the St. Davids station to the downtown area of Philadelphia. The traveling time is under thirty minutes.

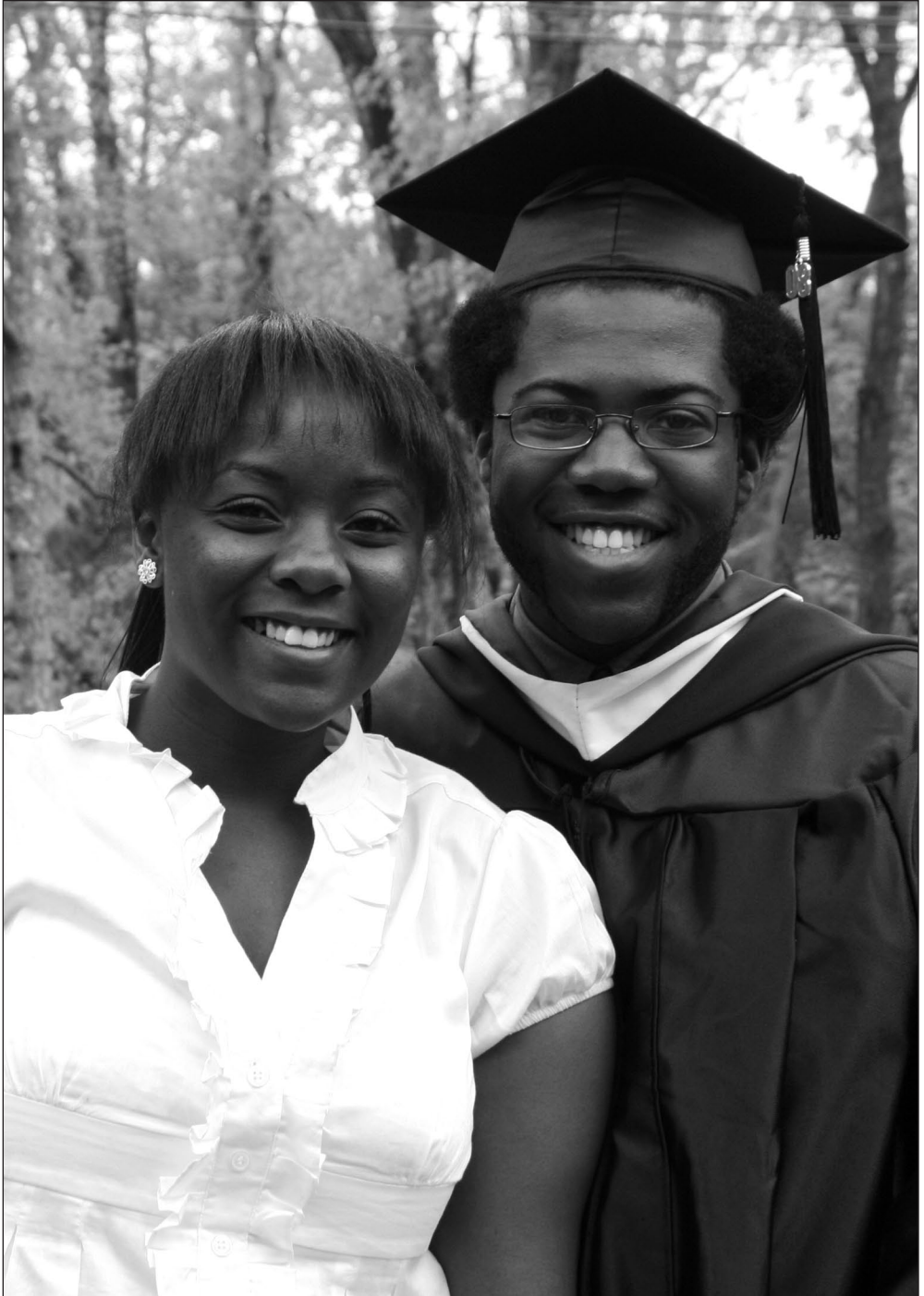
In Philadelphia there are historic sites such as Independence Hall, Carpenters' Hall and the old Congress Hall which won the name "Cradle of Liberty" for the city.

Philadelphia is unique as an educational and cultural center. There are 1300 churches in the city. Rare collections of historical and anthropological interest are displayed in the University of Pennsylvania Museum. Facilities of the Franklin Institute and Fels Planetarium promote the physical sciences, and those of the Academy of Natural Sciences and Wistar Institute, the biological sciences. The exhibits of the Museum of Art on the Parkway and of the Pennsylvania Academy of Fine Arts are open to the public. The Philadelphia Orchestra is world renowned. Tickets to its concerts are available to students at special rates.

With its many fine hospitals and its five medical colleges, Philadelphia occupies an enviable position as one of the country's leading medical centers.

King of Prussia Plaza and The Court, one of the largest shopping malls on the east coast, is only a ten-minute drive. Valley Forge National Historical Park, a famous national landmark, is just north of the King of Prussia area.

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