



College of Arts and Sciences  
2015-2016 Catalog

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

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

***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.*

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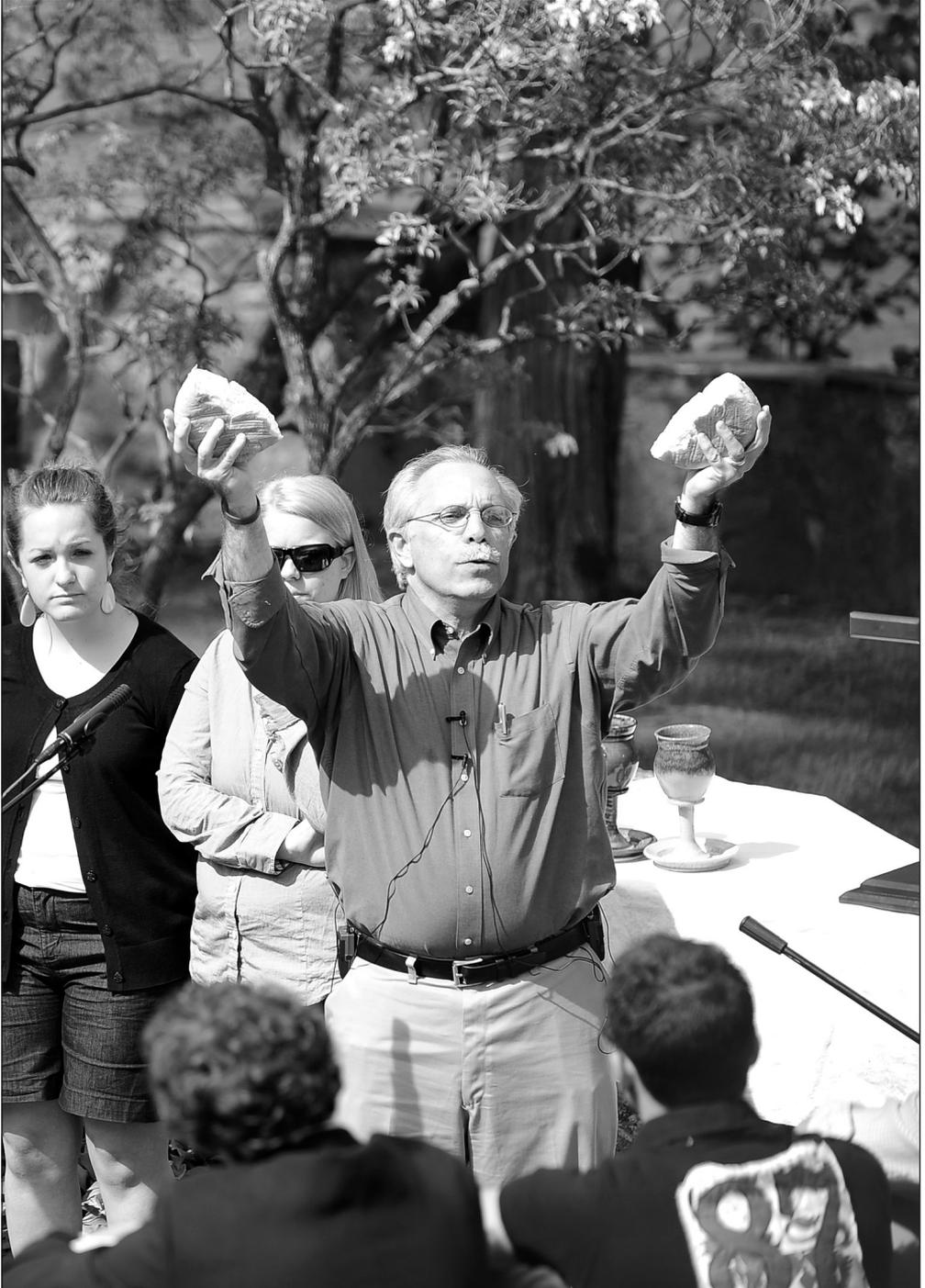
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# AN INTRODUCTION TO EASTERN UNIVERSITY



# President's Welcome

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You and I have come to the same conclusion: Eastern University has a distinctive mission and approach that provides the highest level of education in a vibrant Christian community. That's what attracted me to this University as I began as Eastern's 9th President, and I believe that's what has attracted you.

Our promise of integrating faith, reason and justice is not just rhetoric; it's something you will sense and feel. It's a commitment to scholarship and academic excellence, and the courage to apply our Christian faith to the hard problems of the world that demand action by those who profess biblical justice.

This mission aligns with my passion for promoting education that blends spiritual formation, intellectual substance and social action.

You will interact with faculty scholars who share your enthusiasm for knowledge and making a difference in our society. Many of you will forge life-long friendships or build career networks with others who are called to serve in your field of interest.

Whether you learn online, in a small class at St. Davids, at our Seminary or one of our Philadelphia schools, or sites nearby and overseas, you will find our full academic support and Christian encouragement wherever you are.

Our goal is not just to provide an education that leads to a career and a future. Eastern University wants you to deepen your faith as you broaden your knowledge and skills. Our goal is to equip you with the very best education based on the rock solid foundation of faith in Jesus Christ, so that whatever path you choose, Eastern will point you to a better way of living in our church, our organizations and businesses, our communities, and our planet. Welcome!

A handwritten signature in black ink that reads "Robert G. Duffett". The signature is written in a cursive, flowing style.

*Robert G. Duffett*  
*President*

# Welcome

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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.

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

## University Mission Statement

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Eastern University is a Christian university dedicated to the preparation of undergraduate, theological and graduate students for thoughtful and productive lives of Christian faith, leadership and service. The mission is confirmed and celebrated when graduates believe their way into knowledgeable action that influences their world in substantive ways.

## Vision

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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.

## The Goals of the University

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Eastern University is dedicated to the following foundational commitments:

### *To excellence in scholarship and teaching:*

We maintain a high priority on excellence in teaching within the context of exemplary scholarship and research. Guided by our faith in Jesus Christ, who is “the way, the truth, and the life” (John 14:6), we believe in the unity of God’s truth, whether supernaturally revealed or humanly discovered; we value the

search for knowledge and understanding in all areas of life. Thus we desire to foster an environment in which:

- Students develop intellectual curiosity, passion, and agility, valuing the life of the mind and life-long learning;
- Students develop their critical thinking, reflection, analysis, and communication skills;
- Students develop knowledge and competencies in the arts, sciences, and professions;
- Faculty are supported in and recognized for scholarship of discovery, integration, application, and teaching.

***To the whole gospel for the whole world through whole persons:***

We recognize the Bible, composed of the Old and New Testaments, as inspired of God and as the supreme and final authority in faith and life. We submit ourselves to carrying out our mission under its authority and seek to apply biblical principles to all facets of human aspiration and action, including the centrality of personal transformation. We affirm the importance of calling all persons everywhere to personal faith and faithful discipleship in following Jesus Christ as Savior and Lord, including living out the whole gospel in a needy and lost world. Thus we seek:

- To enable students to develop a Christian worldview, grounded in the Scriptures;
- To enable students to discern the ethical consequences of decisions and actions;
- To foster an environment in which all members of the campus community desire and participate in their own Christian formation;
- To develop a campus community where all give witness to a Christian worldview, through action and voice, motivated to explore faithfulness to Christ through Christ-centered study, work, and living.

***To justice, reconciliation, and transformation:***

In our commitment to sharing the whole gospel to the whole world, we acknowledge with sorrow the brokenness of the world at personal, national, and international levels. Thus we seek to work for Christian transformation, justice, and reconciliation, in all areas of life as these are grounded in our understanding of Christ's calling to us. We particularly seek to work with and for the poor, oppressed, and suffering persons as part of our Christian discipleship.

Thus we seek:

- To provide educational opportunities and financial aid as best we can for those with few or no financial resources to attend a private Christian university;
- To motivate students to assume responsibility for justice and to show a transformative influence — especially regarding social, political, and economic justice;
- To enable all members of the campus community to participate in opportunities for meaningful service, demonstrating love for God and neighbors and working towards justice.

*To responsible leadership and stewardship:*

We believe that our complex society needs leadership in all institutions that is intelligent, informed, insightful, ethical, strategic, and just. We are dedicated to graduating students whose wisdom, Christian values, and skills enable them to lead and manage such institutions, including those that are the most influential. Similarly, we commit to excellence in the leadership of Eastern and in the stewardship of University resources. Further, we believe that we are to care not only for people throughout the world, but also for creation itself as responsible stewards of the environment and other physical resources.

Thus we seek:

- To prepare students to live in an interdependent world, aware of societal and global problems and committed to engage in solving them;
- To engender the wisdom and character necessary for sound Christian leadership;
- To inspire all members of the campus community to care for creation as responsible stewards and to model that care in the use of University facilities and resources.

*To Christian community:*

Our commitments lead us to work towards shaping a campus community that embodies values of Christian witness, caring and compassion, justice and integrity, competence and affirmation. We wish to treat each member of the campus community with fairness, dignity, and respect, seeking a spirit of unity and harmony as we join together to achieve our common mission. Thus we seek:

- To foster genuine community, where individuals show compassion and friendship towards others in the spirit of Christian love;
- To help students increase in self-awareness and in their sensitivity towards others and others' needs and situations;
- To foster an environment where diversity is appreciated and reconciliation is practiced;
- To equip all members of the campus community to live well with one another, honoring, supporting, and affirming one another.

## **College of Arts and Sciences Mission Statement**

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Informed by the rich tradition of the liberal arts, the College of Arts and Sciences seeks to provide Christ-centered education in a residential environment, enabling students to develop the intellectual and academic skills, character, and conviction to work for justice, reconciliation, and Christian transformation in all areas of life. The College strives to prepare students to think critically, question rigorously, communicate clearly, and value deeply the pursuit of faith, knowledge, truth, and justice. Students are challenged to develop a Christian worldview and ethic which serve to motivate and ground their pursuit of a more just, harmonious world. Through academic challenge and the rich opportunities for personal and holistic growth afforded by our residential program and campus community, students graduate equipped to exercise responsible stewardship, think boldly about societal and global engagement, and bring reconciliation to their world.

## Accreditation and Memberships

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Eastern University is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104. (267.284.5000) [www.msche.org](http://www.msche.org). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Eastern University's Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE), an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202.887.6791). [www.aacn.nche.edu](http://www.aacn.nche.edu)

Eastern University's Bachelor of Science in Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 2201 Double Creek Drive, Round Rock, TX, 78664, (512.733.9700). [www.caate.net](http://www.caate.net). CAATE is not recognized by the Council for Higher Education Accreditation. Successful completion of the CAATE accredited program determines a candidate's eligibility for the Board of Certification (BOC) examination. BOC is recognized by the National Organization for Competency Assurance.

Eastern University's baccalaureate degree programs accredited by Specialized Accrediting Organizations recognized by the Council for Higher Education Accreditation include:

Bachelor of Science in Exercise Science  
Commission on Accreditation of Allied Health Education Programs (CAAHEP)  
1361 Park Street Clearwater, FL 33756 (727.210.2350). [www.caahep.org](http://www.caahep.org)

Bachelor of Social Work  
Council on Social Work Education (CSWE), 1701 Duke Street, Suite 200,  
Alexandria, VA 22314-3457. (703.683.8080). [www.cswe.org](http://www.cswe.org)

Eastern University's programs for the preparation of teachers at the bachelor's and master's level, for the preparation of school counselors and school psychologists at the master's degree level, for school nurses and supervisors at the specialist's level, and for school principals and superintendants at the educational administration level are recognized by the Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126. (717.783.6788). [www.education.state.pa.us](http://www.education.state.pa.us). Upon successful completion of all eligibility criteria, Eastern University's Loeb School of Education forwards applications to the Pennsylvania Department of Education for final review and issuance of teaching, specialist, and educational administration certifications.

### **Memberships**

- American Association of University Women
- American Association of Colleges of Nursing
- American Council on the Teaching of Foreign Languages
- Association of American Colleges
- Association of Baccalaureate Social Work Program Directors
- Association of Independent Colleges and Universities of Pennsylvania
- College Entrance Examination Board
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education  
(of the American Association of Colleges of Nursing)
- Council for the Advancement and Support of Education
- Council for Christian Colleges and Universities
- Council of Independent Colleges
- Council on Social Work Education
- International Assembly of Collegiate Business Education
- National Association of Independent Colleges and Universities
- National Association of State Directors of Teacher Education and Certification
- National Collegiate Honors Council
- National League for Nursing
- National League for Nursing Accrediting Commission
- North American Association of Christians in Social Work
- Pennsylvania Higher Education Nursing Schools Association
- Pennsylvania Association of Colleges and Universities (PACU)

### **Approvals**

- American Dental Association
- American Medical Association
- Higher Education Department of the University of the State of New York
- Pennsylvania Board of Law Examiners
- Pennsylvania Department of Education
- Pennsylvania State Board of Nursing
- U.S. Department of Homeland Security for non-immigrant alien students
- U.S. Department of State for Exchange Visitors

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

- Master's – Larger Programs

It is approved for Veterans' Education.

This school is authorized under federal law to enroll non-immigrant alien students.

## 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 Esperanza College. Eastern University enrolls over 4,400 students in these undergraduate, graduate, urban, professional, international and Seminary programs.

Historically, the trustees, administration, faculty, and staff have sought to shape Eastern University to reflect the following characteristics. These aspects are captured in the University's mission, goals, and vision statements, and they have characterized Eastern throughout its rich history.

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

- Appreciate that all truth is from God and that Jesus Christ should be acknowledged as the Lord of the intellect;
- Display 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 residential college has sought to:**

Attract persons who are:

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

Develop 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 has been committed to:**

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

## Doctrinal Statement

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### Section I

- We believe that the Bible, composed of Old and New Testaments, is inspired by God and serves as the rule of faith and practice, being the authoritative witness to the truth of God embodied in Jesus Christ.
- We believe in one God eternally existing as Three Persons.
  - We believe in God the Creator, author of all life and our salvation.
    - We believe that God created human beings, male and female, in the image of God as an expression of God's eternal love, to live in God's perfect will. As such, human beings are called to be faithful stewards of God's creation and to live in relations with God, each other, and the created world.
  - We believe in God the Spirit, Lord and giver of life, who reveals Jesus Christ to human beings to transform them through conversion and sanctification to full humanity as willed by the Creator.
  - We believe that Jesus Christ was conceived through the power of the Holy Spirit, born of the Virgin Mary, and is truly God and truly human.
    - We believe that he lived a fully human life as Jesus of Nazareth, who walked with us, ministered to us, and proclaimed the Reign of God.
    - Because human beings sinned and suffered the penalty of death, we further believe in the life and death of the Lord for our sins, in the resurrection of his body, in his ascension to heaven, and in his personal and visible future return to the earth.
- We believe that our salvation is received through faith by grace through Jesus Christ, the only and sufficient mediator between God and humanity.
- We believe that Jesus Christ commanded us to be baptized and to partake of the Supper in his name.
  - We believe that baptism is the immersion of a believer in water in the name of God the Father, God the Son, and God the Holy Spirit, signifying redemption through the death and resurrection of Jesus Christ together with the believer's death to sin and resurrection to newness of life.
  - We believe that the Lord's Supper is a commemoration of the Lord's death until he returns.
- We believe that the Church is Jesus Christ's body on earth, called to witness and proclaim the good news of God's Reign and salvation to the world. The Church consists of believers, called by Jesus Christ to worship God, serve one another in a spirit of love and truth, and to proclaim God's Reign—not only through word, but also through deeds of love and justice. As a witness to the Reign of God, the Church embodies God's will to be one in diversity, to care for "the least of these," and to proclaim hope. Therefore, the Church is a light unto the world at all times and in all places.

### Section II

Every member of the Board of Trustees, every administrative officer of the Institution, professor, teacher, and instructor shall annually subscribe over his or her signature to the Doctrinal Statement, excepting only that a non-Baptist individual occupying any of the foregoing positions shall not be required to subscribe to that part of the Doctrinal Statement regarding the mode of water baptism.

### Section III

Whenever a member of the Board of Trustees, administrative officer, professor, teacher, or instructor is not in complete accord with the foregoing Doctrinal Statement (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.

## Statement of Behavioral Standards and Expectations

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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*.)



# ADMISSION TO THE COLLEGE OF ARTS AND SCIENCES



# Admission of Undergraduate Students

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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, 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, or by e-mailing [veastern@eastern.edu](mailto:veastern@eastern.edu), or by visiting [www.eastern.edu/visit\\_EU](http://www.eastern.edu/visit_EU). 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 critical reasoning and mathematics subscores (400 to 1600) of at least 1000, or ACT composite score of at least 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.

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

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

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

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The Act 101 Program, offered at Eastern through the Cushing Center for Counseling and Academic Support (CCAS), offers special academic, personal, and financial support to help motivated Pennsylvania residents with certain academic and financial needs enter and succeed in college. (Only students pursuing their first bachelor's degree through the College of Arts and Sciences are eligible.) 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** • Graduates of regionally accredited two-year schools (e.g., Middle States Commission on Higher Education) who earned the Associate of Arts or Associate of Science will receive credit for all courses completed in their degree programs. Other transfer students from regionally accredited post-secondary institutions are granted transfer credit for college-level courses with final grades of C (with equivalent of 2.0 quality points on a 4-point scale) or higher. 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. In addition, students may request undergraduate credit for course work completed at post-secondary institutions accredited by one of the following organizations:

- Accrediting Council for Independent Colleges and Schools (ACICS) - Full credit is granted for courses with grades of "C" or higher posted to an official transcript.
- Association for Biblical Higher Education (ABHE) – Partial credit is granted based on course-by-course evaluation of an official transcript if the student submits a petition and supporting material to the Registrar after completing 24 Eastern University credits with grades of "C" or higher.
- Accrediting Commission for Career Schools and Colleges (ACCSC) or Accrediting Bureau of Health Education Schools (ABHES) - Provisional approval is granted until three students from the same institution earn baccalaureate degrees from EU. Up to 30 elective credits for specialized course work and up to 6 credits for General Education will be considered on a course-by-course basis if the official transcript confirms conferral of a specialized associate degree.

A student may petition for consideration of prior credit earned from a post-secondary institution not accredited by one of the organizations listed above. Course syllabi and other supporting documentation must be provided with the petition. If the student successfully completed at least 24 semester credits at a regionally accredited institution and the courses under consideration are judged to meet the University's criteria for quality and college-level learning, partial credit may be awarded up to a maximum of 24 semester credits.

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 judgment 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 Second Language (TOEFL) with a minimum Internet score of 79 or IELTS score of 6.5 is required for any student 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 \$150 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. Apply online to Eastern University for free on Eastern's Web site or submit a paper Application for Admission with the \$25 fee payable to "Eastern University."
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 (Eastern University code: 2220). Applicants whose native language is not English must also submit the official Score Report of the Test of English as a Foreign Language (TOEFL) or IELTS.
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 may omit official SAT or ACT score reports, but must have official transcripts of all previous high school, college and university course work sent to the Office of Undergraduate Admissions with final grades posted. Transfer applicants may be asked to provide course syllabi for the proper evaluation of transfer 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:

**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 until 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. Application documents are held for two years after the originally intended matriculation date. Applicants who have taken course work elsewhere will have their admission re-evaluated.

## **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 who will be 16 years old by the date of enrollment 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 who are at least 16 years old 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 has the approval of the home institution to take courses at Eastern University.

**Adult Learner Applicant** • Any person over 22 years of age with no previous college experience is welcome to request course registration on a space-available basis. An application and an official high school transcript (or GED) are required, along with 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 Assistance 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 Direct Stafford Loans, Federal Direct PLUS Loans) or Eastern University funded scholarships or grants.

## Readmission

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**Readmission after an absence of less than five years:** Students who withdrew from Eastern University and plan to resume their studies within the five year period following the exit date must apply for readmission through the Office of the Registrar.

The Application for Readmission form with instructions is provided on the Registrar's web page [www.eastern.edu/offices-centers/office-registrar](http://www.eastern.edu/offices-centers/office-registrar). A completed application form must be submitted to the Office of the Registrar at least four weeks prior to the beginning of the readmission session. All official transcripts from other schools attended during the period of absence must be sent to the Office of the Registrar for evaluation. Academic credit for courses and grades earned at other academic institutions may be granted up to the maximum permitted by the specific Eastern University program. Qualified applicants are accepted in good standing or on academic probation once they have paid all past due balances to Eastern University and other schools attended since leaving Eastern. Notification of the readmission decision is communicated to the applicant by electronic mail.

**Readmission after an absence of more than five years:** Students who have not returned to Eastern within the period of five years must apply through the Admissions Office. The online application is provided on Eastern's web site [www.eastern.edu](http://www.eastern.edu). The applicant must have paid all past due balances to Eastern University and other schools attended since leaving Eastern and complete all steps in the current admissions process. Official transcripts from other schools attended during the period of absence must be sent to the Admissions Office for evaluation. (Credentials received during past periods of enrollment do not need to be submitted again.) Academic credit for courses completed at other academic institutions may be granted up to the maximum permitted by Eastern University policy. The accepted student must fulfill all graduation requirements in effect at the time of admission to the new degree or major.

**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 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 Assistance 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.

**Withdrawal after Academic Difficulties** • Students who withdrew while on academic probation, or after not making satisfactory academic progress, must contact the Financial Aid Office 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 Assistance section of this catalog).

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

# STUDENT LIFE



# Campus Community

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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 Formation Programs

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As an intentional Christian community, students, faculty and staff gather for voluntary chapel each Wednesday morning in the gymnasium. Moreover, many students throughout the week lead informal times of worship on campus. Additional opportunities for worship, prayer and community building are facilitated through the Office of Faith & Practice.

A wide range of ministry opportunities for students includes serving in inner-city neighborhoods, tutoring children, and sharing the good news of Jesus Christ. Service Learning is often required or encouraged in courses and programs. Eastern University also has active organizations, such as: Habitat For Humanity, the Y.A.C.H.T. club (Youth Against Complacency and Homelessness Today), and Prison Ministry, among others. Domestic and international missions trips stretch students to serve God outside the immediate area.

The Student Chaplain program fosters 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, to officially welcome new students, 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. Each hall 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 (CCAS) offers tutoring, writing assistance, counseling, study skills help, EQUIP, and the Act 101 Program to students currently enrolled in the College of Arts and Sciences.

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

The **Writing Center** is staffed by trained peer writing assistants dedicated to helping students improve their writing across all courses and in any subject area.

**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 Program), supports motivated Pennsylvania residents with certain academic and financial needs by providing a special program of academic and personal support. Entrance into Act 101 is by invitation after a student is determined to be eligible.

The **EQUIP pre-college summer program** helps selected entering students bridge the gaps between high school and college. (Students typically enter EQUIP upon referral by the Admissions Committee.)

## **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 the process, students must submit a written request for accommodations and appropriate documentation of disability to CCAS. Interested students should contact CCAS as early as possible for further information and guidance about specific policies and procedures.

## **Talent and Career Development**

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

## **The College Success Program for Students Living with Autism Spectrum Disorder**

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The College Success Program for Students Living with Autism Spectrum Disorder provides comprehensive academic, social, life skills, and cultural supports to Eastern University undergraduate students in the College of Arts and Sciences living with Autism Spectrum Disorder. It also provides training and consultation to Eastern University faculty, staff, and students. Participation in the College Success Program includes an application and interview process. A program fee is charged. Visit [www.eastern.edu/csp](http://www.eastern.edu/csp) for more information.

## **Leadership Fellows Program**

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Student leadership is encouraged through the **Leadership Fellows Program**, which assists selected students through a four-year leadership development process, including academic coursework. In addition, many campus leaders participate in leadership training through their organizations.

## **Wilson Goode Scholars Program**

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Student servant leadership demonstrated the ability to forge relationships across diverse populations is fostered through the Wilson Goode Scholars Program, which honors the work and service of Dr. W. Wilson Goode. In addition to coursework, program participation and campus community engagement, the reward is renewable each year.

## Student Government

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Much of the activities of student life is coordinated by the elected members of the Student Government Association. The SGA operates under a constitution with an executive board and elected student officers for each class.

## Student Publications

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**The Waltonian**, the student newspaper, is staffed by students in the College of Arts and Sciences and is a member of the Associated Collegiate Press.

**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.

**Pi Sigma Alpha** is the national honor society for political science.

**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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Students participate in social service, ministry and academically related clubs and organizations, including:

**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.

**ENACTUS** a community of students, academic and business leaders committed to using the power of entrepreneurial action to transform lives and shape a better, more sustainable world (previously Students in Free Enterprise/SIFE).

**Latinos 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.

**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.

*\* Refer to the Student Handbook for a full listing of all clubs and organizations*

## **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, 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 Freedom Conference under the umbrella of the Middle Atlantic Conference (Freedom and Commonwealth Conferences). 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, cross country, basketball, baseball, lacrosse, golf, and tennis. 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. Intramural offerings are subject to change based on student interest and facility availability.

## **Intercollegiate Athletic Eligibility**

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To be eligible to represent an institution in intercollegiate athletics, students must be enrolled in a minimum full-time program of study, be in good academic standing and maintain satisfactory progress toward a baccalaureate degree. Students in a non-traditional program or graduate program who desire to play, should seek an eligibility review from the Compliance Office in the Department of Athletics.

## **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.

## **Financial Report Disclosure**

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Annual notification to enrolled students is provided by the Student Development Office of by request to the Vice President for Student Development.

# 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. About half of its 114 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 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 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 the chemical sciences including offices, classrooms, research laboratory, and computing and teaching laboratories with advanced instrumentation, including 300 MHz FT-NMR, GC-MS, GC-FID, FT-IR, AAS, UV/VIS, HPLC, DSC and Gaussian molecular modeling. 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, provost, admissions personnel, the registrar 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.

**Janet Long Mall Cottage** houses student accounts, financial aid and institutional effectiveness 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, advancement, and business affairs and finance.

**Eagle Learning Center** houses 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 the 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, and women's intercollegiate sports, aerobics and weight training. Also housed in the gymnasium complex are a dance studio and athletic training facility for intercollegiate student-athletes. Outdoor facilities at Eastern include four tennis courts, a baseball field, a softball field, Olson Field which includes a soccer/lacrosse all-weather turf field and adjacent all-weather field hockey field, outdoor sand volleyball courts, 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, meeting rooms, mail and copy center, prayer chapel and lounge areas. Student Development offices, the Cushing Center for Counseling and Academic Support, student activities, student government, Office of Faith and Practice and the *Waltonian* offices are also located 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. College of Arts and Sciences students who have completed their health and immunization records may see the University nurse or physician.

## **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.

# Financial Assistance

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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 must file a FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

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.

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 March 15 to ensure that the SAR is received electronically by the April 1 Eastern University priority filing deadline.
2. Returning students should complete and submit the FAFSA on the Web by March 15 to ensure that the SAR is received electronically by the April 1 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.

### **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 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.

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, Eagle, Provost's, Cornerstone, Arthur Hill, David and Valerie Black), Howard Fellows Grant, Leadership Fellows Grant, Goode Scholars Scholarship 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. Students must inform the Financial Aid Office when electing the FAFSA exemption.

**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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The United States Department of Education requires every postsecondary institution receiving federal funds (Title IV) to have an academic progress policy that is used to determine a student's continued eligibility for financial aid funding. The Satisfactory Academic Progress (SAP) Policy at Eastern University has three components:

- Completion of a Specified Percentage of All Credits Attempted
- Specified Cumulative Grade Point Average (GPA)
- Completion of degree requirements is 150% of the published program length

*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.*

### **Completion Percentage**

The maximum timeframe for students completing degree requirements is 150 percent of the published program length. For example, a student in a 4-year program may not receive financial aid for more than six years. Eastern University funded aid (scholarships, grants, and discounts) is not available for more than eight (8) semesters - four (4) full-time years of study.

Therefore students must complete 67% of all credits attempted at the current academic level of enrollment (undergraduate, graduate or professional), which is calculated by dividing cumulative credits earned by cumulative credits attempted.

The following grades count as attempted, but not as completed/earned credits:

- Incomplete (I)
- Withdrawn (W)
- Failing (F)

Transfer and advanced placement credits count as attempted and earned credits.

Undergraduate students should also be aware that completing the minimum 24 credit hours per year on a full-time basis will 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.

### **Cumulative Grade Point Average Requirements**

Students must maintain the cumulative GPA based on the earned credit levels listed below. 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.

### **Undergraduate (CAS), Esperanza College, Fast-Track Undergraduate (Associate's and Bachelor's - CCGPS)**

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

### **Measurement of Academic Progress**

Academic Progress is measured at the end of every academic year. Failures and withdrawals are courses attempted, not completed. Incomplete grades are not counted toward credits completed until after the course work is successfully completed and posted by the Registrar. Students who have an incomplete grade in one or more classes will not have financial aid processed until those courses are completed, a grade has been assigned, and satisfactory academic progress has been verified. The exception to the incomplete rule is enrollment in Graduate or Doctorate level thesis or dissertation courses where an incomplete grade will be allowed to continue until graduation. 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 Financial Aid Office will notify students who fail to meet these requirements when information on academic progress is available at the end of their academic year. 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 coursework, 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 Financial Aid Office 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

extenuating circumstances that contributed to not making progress. A student filing the appeal form should indicate why the requirements were not met and what has changed that will allow the student to make SAP at the next evaluation. Students are also required to successfully complete (80% or higher) of two USA Funds LifeSkills Lessons as outlined on the appeal form and then submit the Satisfactory Academic Progress Appeal Form along with documentation of the extenuating circumstance to the Financial Aid Office. The student will be contacted in writing regarding the outcome of the 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.

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**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. See more at: <http://www.eastern.edu/offices-centers/financial-aid-office/satisfactory-academic-progress-policy#sthash.oGc393b3.dpuf>

**SCHOLARSHIP / MINIMUM CUMULATIVE GPA (CGPA)**

	End of 1st year	End of 2nd year	End of 3rd year
Templeton Honors College Grant	3.2	3.3	3.4
Goode Scholars Scholarship	2.0	2.25	2.5
Leadership Fellows	3.0	3.0	3.0

Students awarded Eastern University scholarships and grants (other than those noted above) will continue to qualify for up to four years (8 semesters) as long as minimum standards for satisfactory academic progress are met.

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**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
- 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 Financial Aid Office. 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)** Federal Work Study Program is administered through Eastern's Financial Aid Office, and eligibility is based on a student's need. Because these Federal funds are limited, students are packaged on a first-come, first-served basis. Many jobs are available on-campus, and students are paid biweekly on the basis of actual hours of work performed as evidenced by submitting an electronic time card. Direct Deposit is available to student workers. 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 and a Local Earned Income Tax Residency Certification in order to begin working. Original forms of ID are required to be presented to a representative of the Financial Aid Office for the I-9 form. The list of acceptable forms of ID can be found on the I-9 form (examples include a picture ID card AND a Social Security Card OR an unexpired US Passport). A list of job openings, the W-4, I-9, and Local Earned Income Tax Residency Certification, and the Student Employment Handbook are available on the Financial Aid Web site at [www.eastern.edu/offices-centers/financial-aid-office/student-employment-programs](http://www.eastern.edu/offices-centers/financial-aid-office/student-employment-programs).

**Federal Direct Student Loan** is administered by the Department of Education and the Financial Aid Office. There are two types of Stafford Loan:

- Direct 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
- Direct 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 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).

**Federal Direct PLUS Loan (Federal Direct Parent Loan for Undergraduate Students)** is obtainable through the Department of Education. Parents may borrow up to the Cost of Attendance (COA) minus the student's expected financial aid. Repayment typically begins within 60 days after the second disbursement of funds is made to the University, however delayed repayment arrangements may be available by contacting the lender directly. 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 1** 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.

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 selected full-time students with and without financial need who are fully matriculated in a degree program. Eastern fellowships, grants and scholarships are awarded to incoming students based on academic criteria at the time of acceptance and are awarded for up to eight (8) semesters as long as the minimum standards for satisfactory academic progress are met and there is no grade-point average specified for the award category. In the case where a grade point average is specified, the GPA and satisfactory academic progress requirements must be met in order for the grant award to continue. The total aid award of Eastern University fellowships, grants and scholarships may not exceed the standard, full-time tuition rate, and cannot be applied against any other charges, such as room and board charges, fees, fines, overload credits, fifth year of study and/or double majors.

**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 Fellowship, 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.

**Templeton Honors College Grant** is a yearly grant awarded to all THC students. The award ranges in size from half- to full-tuition and is contingent upon remaining in good standing within the THC. Admission and curricular requirements are detailed under "Templeton Honors College" in the Curriculum section of this catalog. *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 award.*

**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 annual scholarship will enable 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.

**Howard Fellows Program** is an annual grant awarded to students selected to support Eastern's admissions and marketing activities. 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.

**Leadership Fellowship** is an award for first-year students based on their outstanding potential for leadership, Christian service and scholastic achievement. Separate application procedures (including a 3.3-4.0 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.*

**Legacy Grants** provide \$1,000 yearly grants to children and grandchildren of Eastern graduates.

**Dance Scholarships** are awarded on the basis of merit to a limited number of students who major in dance. Auditions are required and are conducted by Dance Program faculty. The scholarship is renewable based on meeting the Dance program's criteria.

**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 Financial Aid Office 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 awarded currently serving ordained ministers or missionaries, or their undergraduate dependents. The Financial Aid Office should receive the Ministerial Discount form by the priority deadline of May 1. Forms submitted that have not been signed by the appropriate authorized official will not be considered.

**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 Financial Aid Office. 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)** 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 and a Local Earned Income Tax Residency Certification in order to begin working. Original forms of ID are required to be presented to a representative of the Financial Aid Office for the I-9 form. The list of acceptable forms of ID can be found on the I-9 form (examples include a picture ID card AND a Social Security Card OR an unexpired US Passport). 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 openings, the W-4, I-9, and Local Earned Income Tax Residency Certification, and the Student Employment Handbook are available on the Financial Aid Web site at [www.eastern.edu/offices-centers/financial-aid-office/student-employment-programs](http://www.eastern.edu/offices-centers/financial-aid-office/student-employment-programs).

### **Endowed Scholarship Funds**

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. 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.

**The Dr. Theodore J. Chamberlain Award** was established in memory of the former Vice President for Student Development to honor his 29 years of service to Eastern students. An annual scholarship is awarded to a rising sophomore or junior who has contributed significantly to the Student Development Program, or to a student who has had significant positive impact on the Eastern University community through participation in student life.

**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.

**Shawhan Family Memorial Scholarship Fund** was established in 2013 by Ena M. Shawhan to assist a student majoring in allied health, education, nursing, or science.

**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.

**Terrence Weathersby Memorial Scholarship Fund** is awarded to a Psychology major during the senior year who demonstrates a strong commitment to the field, both as a student and as an emerging professional, and demonstrates Godly character and a strong record of service to others, as well as exemplary integrity and humility.

**Robert H. and Clare B. Weeder Scholarship Fund** provides assistance to a pre-theological student.

### **Special Annual Scholarship**

The **Carol Hill Tatta Memorial Award** shall be an annual award for two Eastern University students. The award shall be in the amount of \$1000 for each student. The award was founded by Joseph Tatta in memory of his life partner, Carol Hill Tatta. The recipients should be full-time students majoring in Early Childhood Education. The recipients should be a rising junior and a rising senior and must show financial need.

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### **Other Assistance**

**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 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 or Merit Scholarship (for example, Trustee’s, Presidential, Provost’s), 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 Financial Aid Office.
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 Financial Aid Office.
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 Financial Aid Office will credit such funds.
10. Each applicant for need-based student assistance must agree to submit his/her own and parents’ (for dependent students) completed Federal Income Tax Transcript and W-2s to the Financial Aid Office or successfully use the IRS Data Retrieval Tool on their FAFSA 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 student assistance, 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 Counseling before any loan funds can be credited to their account. Stafford Loan Entrance Counseling can be completed online at [www.studentloans.gov](http://www.studentloans.gov). Perkins Loan Entrance Counseling can be completed online at [www.ecsi.net/prom94](http://www.ecsi.net/prom94).
12. All students leaving the University (due to graduation or withdrawal) who have participated in the Perkins Loan or Stafford Loan Programs are required to complete an Exit Loan Interview online. Information concerning how to complete the exit interview will be sent to the student. 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.

## **Withdrawals**

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### **TITLE IV**

The Financial Aid Office performs a Return of Title IV (R2T4) funds calculation for any student who withdraws and has received Title IV aid. All R2T4 calculations will be documented and retained in the student's file.

### **Return of Title IV Funds**

When Federal Title IV aid is returned due to the student's withdrawal from all classes within a semester, 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. The adjustment of aid may have implications for future aid years and it is therefore suggested that all students considering withdrawal contact the Financial Aid Office for guidance.

\* Federal Title IV Financial Aid includes:

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

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

\*\*\* Eastern University will return the Title IV funds in the following order:

- Federal Direct Unsubsidized Stafford Loans
- Federal Direct Subsidized Stafford Loans
- Federal Perkins Loans
- Federal PLUS Loans
- Federal Supplemental Educational Opportunity Grant
- Federal Pell Grants

#### **RETURN OF EASTERN UNIVERSITY SCHOLARSHIPS AND FUNDS**

The Financial Aid Office will also recalculate Eastern University scholarships for all students who withdraw, drop out or are dismissed from all courses prior to completing 60% of a semester. Eastern University scholarships and funds will be removed when the student is relieved of all semester charges. Otherwise, the calculation uses the same formula as the Return of Title IV funds.

#### **Leave Of Absence (LOA)**

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Leave of absence status is limited to special requirements under Title IV federal financial aid regulations. Students needing to withdraw from ALL courses during an enrollment period should withdraw from the semester and apply for readmission at a later date.

# 2015-2016 Schedule of Student Charges

Effective 7/1/2015 through 6/30/2016

## The College of Arts and Sciences Tuition, Room, Board and Fees:

### CAS Tuition Charges

Undergraduate (12-18 Credits)	\$15,125.00 per semester
Part-time (1-11 Credits)	\$660.00 per credit
Overload credits	\$660.00 per credit
Summer School Courses	\$660.00 per credit
Summer School Online Courses	\$405.00 per credit

### Room Charges

Basic Housing	\$2,716.00 per semester
Single Room Premium	\$533.00 per semester
Apartment	\$3,408.00 per semester
Room with Semi-Private Bath	\$3,173.00 per semester
Suite	\$3,408.00 per semester
The Village Apartments	\$7,595.00 annually
Summer Room (2016)	\$181.00 per week

### Board Charges

*(Board contract required of all students living on the St. Davids campus, Village residents exempt.)*

Board	\$2,378.00 per semester
Summer Board	\$165.00 per week

### General Fees

Student Services Fees	\$170.00 per semester
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### Miscellaneous Fees

Application for Admission – Undergraduate	\$35.00
Auditing - Undergraduate	\$330.00 per credit
General Expense Deposit	\$150.00
<i>(General Expense Deposit is for new CAS students and is charged in the first semester of enrollment or re-enrollment.)</i>	
Graduation Fee	\$135.00
Green Energy Fee (optional) (annual)	\$30.00
Health Insurance (8/15 - 8/16)	\$1,366.00
<i>(All CAS students: It is the student's responsibility to waive out with existing, private insurance, before the deadline, if eligible to do so. International Students: See the website for your requirements.)</i>	
Housing Deposit (returning students only)	\$150.00
<i>(This is a deposit applied to housing bill and not an additional fee.)</i>	
Identification Card Replacement	\$10.00
Late Payment Fee (For accounts not paid in full on first day)	\$125.00
Off-Campus Studies	\$450.00
Parking Registration - Resident at St. Davids (Annual)	\$300.00
Parking Registration - Commuter using West Lot (Annual)	\$180.00

Parking Registration: Commuter - FT Students (Annual)	\$ 250
Parking Registration: Commuter - PT Students (Annual)	\$ 130
Returned Check Fee (NSF or closed account)	\$50.00
Transcript Fee (Lifetime)	\$50.00

### **Course Fees**

Athletic Training Laboratory	\$155.00
Introduction to Faith, Reason and Justice (INST 150)	\$155.00
Introduction to the City (SOC1 205)	\$155.00
Music Laboratory	\$155.00
Nursing Students - Junior (NURS 340)	\$595.00
Nursing Students - Senior (NURS 370)	\$595.00
Private Music Lessons - For Majors	\$345.00 per credit
Private Music Lessons - for Non-Majors	\$400.00 per credit
Psychology Laboratory	\$155.00
Science Laboratory	\$155.00
Student Teaching	\$310.00

### **Housing**

All College of Arts and Sciences students are required to maintain residency for four years. This contract provides 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.

### **Room**

Residence hall rates vary according to bathroom/suite or apartment configurations. Single rooms are charged an extra fee. 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.

### **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.

### **Eastern University Health Insurance**

All full-time traditional undergraduate students in the College of Arts and Sciences, all students living in University residences, and all international students, including exchange students, are required to carry health insurance. Students will be billed for health insurance annually unless the online waiver has been successfully completed.

*Failure to waive or enroll annually by the deadline will result in automatic enrollment and no refunds can be given.*

### **Green Energy Program Fee**

The Student Government Association (SGA) has asked that the University assess an annual fee of \$30.00 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.

### **Late Payment Fee**

If payment is not received before the start of the semester or session, a Late Payment Fee of \$125.00 may be assessed.

### **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**

Payment Plans are available. Contact the Student Accounts Office at 610.341.5831

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

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All undergraduate students enrolled in a semester program will be charged the GED. This deposit is held on account for the duration of the student's enrollment at Eastern University. When the student's enrollment ceases, the GED will then be refunded. Students may choose 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.

## Withdrawal 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

Please see this website for further explanation: <http://www.eastern.edu/about/student-consumer-information/refund-policy-and-requirements-withdrawal-and-return-federal>

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 Financial Aid Office of their change in enrollment status. *Students participating in the Federal Stafford Loan Program must complete a Loan Exit Interview online at <http://studentloans.gov> (contact the Financial Aid Office 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 Financial Aid Office to see how the change in status affects the aid for the next semester.

## Account Statement

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Billing Statements will be available on Self Serve, the student portal.

## **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 the Eastern University e-mail address *unless otherwise requested*.
- 2) All other informational materials and newsletters are sent to the Eastern University e-mail 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 Restrictions**

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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 "restriction" 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 <http://studentloans.gov> (contact the Financial Aid Office 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.

# ACADEMICS



# The Academic Programs

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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 courses to fulfill a specific minor (normally 18 semester credit hours) chosen from the listing in the following pages. Students selecting minors should declare as early as possible, but not later than the junior year. Forms are available on the Office of the Registrar Web page.

## 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.

	Major and Degree Received	Minor
Accounting		X
Accounting and Finance	BS	
American History		X
Anthropology		X
Astronomy		X
Athletic Training	BS	
Biblical Studies	BA	X
<i>Concentrations:</i>		
Biblical Languages		
Without Biblical Languages		
Biochemistry	BS	X
Biological Studies	BA	
Biology	BS	X
Chemistry	BS	X
Chemistry-Business	BA	
Communication Studies	BA	X
<i>Concentrations:</i>		
Interpersonal/Organizational		
Media		
Rhetoric		
Criminal Justice	BA	X
*Dance	BA	X
Early Childhood Education	BS	
Economic Development	BA	
English	BA	
<i>Concentrations:</i>		
Journalism		
Literature		X
Writing		X
Entrepreneurial Studies	BA	X
Environmental Science	BS	X
Exercise Science	BS	
European History		X
Finance		X
Fine Arts		X
Forensic Chemistry		X
French		X
Gender Studies		X
History	BA	
Individualized	BA	
Latin American Studies		X

	<i>Major and Degree Received</i>	<i>Minor</i>
Management	BS	X
Marketing	BA	X
Mathematics	BA	X
Middle-Level Education	BS	
Missiology		X
Missiology and Anthropology	BA	
*Music	BA	X
<i>Concentrations:</i>		
Church Music		
Composition/Electronic Music		
Contemporary Music		
General		
Performance		
Education		
Nursing	BSN	
Orthodox Thought and Culture		X
Philosophy	BA	X
Political Science	BA	X
Pre-Law		X
Psychology	BA	X
Public Policy		X
Social Welfare		X
Social Work	BSW	
Sociology	BA	X
Spanish	BA	X
Theater		X
Theological Studies	BA	X
Youth Ministries	BA	

\* *Audition Required.*

## **Eastern University Student Learning Goals**

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Eastern University is dedicated to the following student learning goals as established in the institution's foundational commitments:

To excellence in scholarship and teaching:

- Students develop intellectual curiosity, passion, and agility, valuing the life of the mind and life-long learning;
- Students develop their critical thinking, reflection, analysis and communication skills;
- Students develop knowledge and competencies in the arts, sciences and professions.

To the whole gospel for the whole world through whole persons:

- Students develop and expand their Christian worldview, grounded in the Scriptures;
- Students discern the ethical consequences of decisions and actions.

To justice, reconciliation, and transformation:

- Students are motivated to assume responsibility for justice and to show a transformative influence—especially regarding social, political and economic justice.

To responsible leadership and stewardship:

- Students are prepared to live in an interdependent world, aware of societal and global problems and committed to engage in solving them.

To Christian community:

- Students increase in self-awareness and in their sensitivity towards others and others' needs and situations.
- Students contribute to fostering an environment where diversity is appreciated and reconciliation is practiced.

## **General Education at Eastern University**

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Undergraduate general education at Eastern University strives to advance the University's mission of preparing students for thoughtful and productive lives of Christian faith, leadership, and service.

General education shapes students who are proficient in essential, college-level skills and enables them to appropriate and give witness to a Christian worldview. This worldview recognizes the unity of God's truth, the importance of character formation and Christian community, the mandate to be stewards of creation and to practice justice, and the call to witness to the fullness of the gospel. Through excellent instruction in a variety of disciplines, a focus on student learning and transformation, and a shared commitment to the values of faith, reason, and justice, general education is ordered toward the service of God and humanity and the care of creation.

Toward these ends, Eastern University has developed a common approach to general education for all students in the Associate of Arts and baccalaureate programs. The learning indicators Eastern University expects students to demonstrate flow out of Eastern's foundational commitments. They are important components in helping students achieve the university's learning goals.

Eastern University aspires to graduate individuals who embody the following characteristics.

### **Effective Communication**

To be an effective leader and professional, one needs to be able to communicate clearly in a variety of contexts and to a variety of audiences. This requires developing skills in writing, speaking and listening. Moreover, the ability to use technology responsibly and effectively is increasingly important in the digital age in which we are now living.

*Written Communication* – able to write in a coherent and persuasive manner using the practices of standard American English

*Oral Communication* – able to communicate orally in clear and coherent

language appropriate to purpose, occasion and audience

*Technological Skills* – able to appropriately use contemporary technology tools for communication and productivity

### **Critical Reasoning**

We live in a time in which we are bombarded with information. It is vital to develop skills that allow one to sort through information, analyze sources and evidence, reason through problems, and arrive at conclusions that are grounded in fact and conforming to the truth.

*Argument and Analysis* – able to identify, classify, contextualize, evaluate, and create warranted claims

*Scientific Reasoning* – able to make claims and predictions about empirical phenomena by collecting and analyzing data

*Quantitative Reasoning* – able to correctly use numbers, symbols, measurements and the relationships of quantities to make decisions, judgments, and predictions

*Information Literacy* – able to identify, obtain, evaluate, and responsibly utilize information through online and traditional research methods

### **Cultural and Global Awareness**

In the increasingly interdependent world in which we live, it is crucial to understand the historical and cultural forces and movements that have created and continue to shape different perspectives and ways of thinking, knowing, and acting within the human community. This requires an understanding of the traditions that have formed one's own assumptions and viewpoints, as well as an awareness of the beliefs, values and practices of other cultures.

*Knowledgeable about the Western Tradition* – able to demonstrate understanding of historical, theological, and cultural contexts and interpret key texts and perspectives of the Western intellectual tradition and to situate themselves within that tradition

*Knowledgeable about a Tradition Beyond the West* – able to demonstrate understanding of and interact productively within the diversity that characterizes human cultures, particularly those outside of the Western tradition

### **Christian Faith and Practice**

At Eastern, we desire to form not only life-long learners, but also individuals who are ever more fully being shaped in the image and likeness of Christ. We acknowledge that we are whole persons, whose minds, hearts and bodies are gifts from God. Such gifts demand excellent stewardship, rooted in an understanding of Scripture and cultivated through the practices of Christian discipleship.

*Biblically Informed* – able to identify essential elements of the historical, cultural, and theological content of all the major divisions of the Bible

*Formed in Christian Thought* – able to express a reasoned understanding of the Christian faith, its mission, doctrines, traditions, and ways of life as well as reflect critically on one's own life in light of this understanding

### **Commitment to Justice**

We acknowledge that we live in a broken world that nonetheless can be transformed by the power and grace of God. We believe that God acts through individuals and the institutions they create and inhabit to bring about justice and reconciliation.

*Knowledgeable in Doing Justice* – able to utilize biblical, theological, and philosophical resources to evaluate perspectives on social, economic, and political justice and to identify personal and structural responses to injustice.

## **The Core Curriculum of the College of Arts and Sciences**

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The core curriculum of the College of Arts and Sciences includes coursework which addresses all the university general education student learning goals and indicators. The CAS core also addresses the following further student learning goal, with associated indicators, which flows out of the college's liberal arts mission.

### **Broad Knowledge**

An education rooted in the tradition of the liberal arts and sciences helps one develop a broad base of knowledge and a spirit of inquiry. It increases one's understanding of the order of creation, as well as the nature of humans and the institutions they create, through engagement with coursework in the Arts and Humanities, Social Sciences and Natural Sciences.

*Knowledgeable about the Arts* – able to demonstrate knowledge of the creative and literary arts as transformative expressions of individuals and cultures through courses grounded in combinations of history, theory, and/or practice of the arts

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

*Knowledgeable within the Natural Sciences* – able to demonstrate knowledge of the natural laws and processes that describe the order observed in God's Creation through the application of scientific reasoning, quantitative reasoning, and laboratory or field methodologies to investigate the universe, the physical world, or the biosphere

*Knowledgeable about Life Fitness* – able to demonstrate a biblically based understanding of bodily stewardship and physical fitness as it relates to good health, through the practice of physical activity

Students earning bachelor's degrees through the College of Arts and Sciences are required to take the following courses or their equivalents to meet their general education requirements.

<b>Effective Communication</b>	<b>Credits</b>
<i>Technological Skills</i>	0
See <i>Knowledgeable within the Natural Sciences</i>	
<i>Written Communication</i>	6
ENGL 102      College Writing	
<i>This course must be completed with a grade of C or better in order to demonstrate competency</i>	
One writing intensive course (normally satisfied within the major but any course with a “W” designation may be chosen)	
 <i>Oral Communication</i>	 0-3
INST 150      for first time freshman	
<i>or</i>	
COMM 120      Public Speaking (completed by transfer students)	
 <b>Critical Reasoning</b>	
<i>Argument and Analysis</i>	0-3
<i>One of the following courses:</i>	
INST 160	
INST 161	
PHIL 100	
(See <i>Knowledgeable about the Western Tradition</i> )	
 <i>Scientific Reasoning</i>	 0
Laboratory science course	
(See <i>Knowledgeable within the Natural Sciences</i> )	
 <i>Quantitative Reasoning</i>	 3
<i>One of the following courses:</i>	
CSCI 150      Problem Solving with Computers	
MATH 103      Mathematical Ideas	
MATH 107      Mathematical Perspectives for Educators	
MATH 140      College Algebra	
MATH 150      Pre-Calculus	
MATH 160      Calculus I	
MATH 220      Statistics	
BUSA 221      Business Statistics	
POLI 275      Research in Political Science	
PSYC 220      Statistics for the Social and Behavioral Sciences	
SOCI 220      Social Statistics	
 <i>Information Literacy</i>	 0
ENGL 102 College Writing or its equivalent	
 <b>Cultural and Global Awareness</b>	
<i>Knowledgeable about the Western Tradition</i>	3

*One of the following courses:*

INST 160	Heritage of Western Thought and Civilization: The Ancient World
INST 161	Heritage of Western Thought and Civilization: The Modern World
PHIL 100	Heritage of Inquiry: An Introduction to Philosophy

***Knowledgeable about a Tradition Beyond the West***

3-9

*One of the following courses:*

DANC 375	World Dance
ENGL 225	Post-colonial Women's Novels
ENGL 235	World Fiction
FREN 305	Francophone World (in English)
FREN 405	Francophone World (in French)
HIST 330G	Native American History
HIST 350	African-American History
HIST 352	Russian History
HIST 353	History of the Middle East
HIST 354	History of Latin America
HIST 371	The Byzantine Empire
HIST 372	Eastern Orthodox History and Theology
HIST 440	The Black Church in America
INST 213	Heritage of India
INST 214	Africa's Triple Heritage and the Modern World
INST 215	Heritage of Native North American Peoples
INST 216A	Heritage of the Church in El Salvador
INST 218	The Heritage of Islam
INST 219	Heritage of Brazil
MUSI 250	Music in World Cultures
POLI 324	Politics of the Middle East
POLI 325	Politics of Africa
POLI 326	Politics of Latin America
SOCI 350	Poverty, Oppression, and Development in Africa
SPAN 230A	Concepts of Health and Sickness in the Hispanic World
SPAN 402	Latin America's Unbridled Reality
SOWK 261	International Social Work
THEO 315	Theological Foundations of World Religions

Additionally, B.A. and B.S.W. students are required to complete two semesters of the same foreign language, or one semester of the local language during a study abroad semester. Students are exempt from this requirement if they:

- Score at the "novice high" level or higher on the Oral Proficiency Interview via computer exam (OPIc);  
<http://opicdemo.actfltesting.org/>. Before taking the test, students should familiarize themselves with the ACTFL Proficiency Levels at:  
<http://actflproficiencyguidelines2012.org/>  
Note: Students are responsible for the fee for this exam.

**or** • Speak English as a second language and attain a score of 79 on the TOEFL or a score of 6.5 on IELTS or earn 80% on the ESLI Level 3 exam

<b>Christian Faith and Practice</b>		
<i>Biblically Informed</i>		6
BIBL 101	Nature and Meaning of the Old Testament	
BIBL 102	Nature and Meaning of the New Testament	
 <i>Formed in Christian Thought</i>		
INST 150	Introduction to Faith, Reason and Justice	1-3
<u>OR</u>		
INST 151	Introduction to Faith, Reason and Justice for Transfer Students	
 <u>AND</u>		
<i>One of the following Courses:</i>		3
MISS 100		
PHIL 211		
THEO 210		
THEO 240		
THEO 251		
THEO 252		
 <b>Commitment to Justice</b>		
<i>Knowledgeable in Doing Justice</i>		3
<i>One of the following courses:</i>		
ECON 220	Faith and Economic Justice	
INST 270	Justice in a Pluralistic Society	
INST 271	Justice in Caring for Vulnerable Populations	
SOCI 373	Social Institutions and Justice	
SOWK 110	Human Diversity and Social Interaction	
 <b>Broad Knowledge</b>		
<i>Knowledgeable about the Arts</i>		2-3
<i>One of the following courses:</i>		
COMM 220	Art of Film	
FAPA 110	Introduction to Music	
FAPA 120	History and Appreciation of Art	
FAPA 140	Opera: Total Art	
FAPA 160	Computer Graphics	
FAPA 300W	Arts Integration in the Classroom	
DANC 103	Movement and Rhythms for Children	
DANC 122	Global Dance Forms	
DANC 140	Sacred Dance Group	
DANC 231	Intermediate Modern Dance (prior training required)	
DANC 232	Intermediate Jazz Dance (prior training required)	
DANC 233W	Liturgical Dance History and Practice	
DANC 234	Intermediate Ballet Dance (prior training required)	
DANC 260W	Modern Dance History	
DANC 385	Dance Improvisation (prior training required)	
ENGL 203	Masterpieces of European Literature I	
ENGL 204	Masterpieces of European Literature II	
ENGL 205	Survey of British Literature I	

ENGL 206	Survey of British Literature II
ENGL 207	Studies in Drama
ENGL 208W	Studies in Poetry
ENGL 210	The Literature of Women
ENGL 220W	Studies in the Novel and Short Fiction
ENGL 245	Introduction to Creative Writing
ENGL 299	Selected Gender Study Topics in Literature or Creative Writing
ENGL 301	American Literature
ENGL 302	American Literature
MUSI 101	Music Skills
MUSI 104	Musicianship I
MUSI 145	Electronic Music
MUSI 305	Music Connections I
PHIL 222W	Art and Culture
THEA 135	Acting I
THEA 151	Basic Stage Craft and Design
THEA 202	Active Voice
THEA 204	Introduction to Theatre
THEA 230A	Acting Through Song

***Knowledgeable within the Social Sciences***

3

*One of the following courses:*

ANTH 101	Introduction to Cultural Anthropology
ANTH 201	People and Places
ANTH 210	Race and Ethnicity
ANTH 320	Language and Culture
ECON 205	Essentials of Economics
ECON 315W	Economic Reasoning Seminar
GEOG 201	World Geography
POLI 103	American Government
POLI 212	International Relations
PSYC 100	General Psychology
SOCI 100	Introduction to Sociology
SOCI 105	Contemporary Social Problems

***Knowledgeable within the Natural Sciences***

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*All CAS students must take one natural science laboratory course.*

*The following courses are available for non-science majors:*

ASTR 111	The Solar System
ASTR 112	Explorations of the Universe
BIOL 103	General Biology: Earthkeeping
BIOL 104	Human Biology
BIOL 105	Introductory Biology
BIOL 206	Ornithology
CHEM 111/113	Applied Chemistry: Air, Water and Energy (and Lab)

*Math and science majors will fulfill the laboratory science requirement within their major.*

<b><i>Knowledgeable about Life Fitness</i></b>	1-3
<i>One of the following courses:</i>	
BKIN 100	Life Fitness
BKIN 101	Life Fitness for Athletes (1 credit, restricted to students playing on Eastern athletic teams)
DANC 100	Introduction to Dance Studies ( <i>by audition only</i> )
TOTAL credit hours required	40-55
TOTAL credit hours required for B.A. and B.S.W. students	46-55
TOTAL credit hours required for B.S. and B.S.N students	40-55

## **Recommended General Education Course Sequence**

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Because the general education curriculum is designed to provide students with foundational skills and knowledge which are reinforced and applied through major coursework, it is critical that students complete their core courses in a particular sequence and as much as possible within the first two year of their course of study.

The following general education course sequence is recommended for entering first-year students. Transfer students should complete any general education requirements that they have not satisfied with transfer credit in as timely a manner as possible.

### **Recommended Year 1 Courses**

*1st semester:*

INST 150	Introduction to Faith, Reason, and Justice
BIBL 101	Nature and Meaning of the Old Testament
ENGL 091	Fundamentals of Writing <b>OR</b>
ENGL 102	College Writing (based on placement)

*2nd semester:*

BIBL 102	Nature and Meaning of the New Testament
ENGL 102	College Writing (for students who took ENG 091)

*Other courses to complete by the end of the 1st year:*

- Quantitative Reasoning course
- Knowledgeable about the Western Tradition course
- Foreign Language (if beginning at the 102 level or higher with a language previously studied)
- Knowledgeable about Life Fitness course  
(may be taken in Year 2 if needed)

### **Recommended Year 2 Courses**

- Knowledgeable within the Natural Sciences course and accompanying Scientific Reasoning lab

Knowledgeable within the Social Sciences course  
Formed in Christian Thought course  
Knowledgeable in Doing Justice course

**Other Requirements** (*to be completed by the end of Year 3*)

Knowledgeable about a Tradition Beyond the West course  
Knowledgeable about the Arts course  
Foreign Language (if beginning at 101 level)

Some major courses also meet general education requirements. In the event that a major course is recommended in a semester that differs from this sequence, students should follow the recommendation of the major for that course.

## **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 Athletic Training, Chemistry, Education, Music, Nursing 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 writing-intensive course and 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 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:

**Accès Study Abroad**, based in Strasbourg, France, provides a linguistic and cultural immersion experience designed for French minors and others with an intermediate or higher level of French.

**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 Northwest, Costa Rica 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 Christian Heritage College in suburban Brisbane. 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 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 in Nashville, TN

**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.

**Danish Institute for Study Abroad** in Copenhagen, Denmark provides a wide range of courses taught in English that explore current issues and scholarship from a Northern European perspective.

**Exchange Programs** Eastern University maintains exchange programs with Laidlaw College in New Zealand (for Education majors), Soongsil University in South Korea, Trinity Western University in Vancouver (for Education majors) and Women's Christian College in India.

**Go-ED** is a cross-cultural program that engages the whole person in the problem of poverty and God's transformational power. Sites are currently available in Africa and Thailand. Coursework and hands-on practicum placements focus on community development.

**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.

**India Studies Program\*** allows students to become immersed in a local Indian community while being exposed to the complex diversity of India's peoples, places and customs.

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

**Language Programs.** Academic study abroad is required for Spanish majors who may choose from various study options in Spain, Mexico and South America.

**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.

**LCC International University** 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 Los Angeles, 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 Jordan 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. Students are equipped and encouraged to relate to the Muslim world in an informed and constructive manner.

**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).

**The Quetzal Education Research Center**, sponsored by Southern Nazarene University and located in the cloud forest of Costa Rica, seeks to promote biodiversity, conservation and sustainability in global and local communities by integrating local farmers with research scientists, educators and students from around the world.

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

**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.

**Spanish Studies Abroad**, Seville, Spain; Cordoba, Argentina; Havana, Cuba, provides intermediate and advanced study in the Spanish language, culture and literature.

**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.

**Universidad de las Americas - Puebla** offers students with appropriate levels of Spanish language ability the opportunity to study Spanish and International Business courses at one of Mexico's major universities.

*\*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 Assistance for Off-Campus Programs

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**In order for a student to be able to use Eastern University funded assistance 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 Financial Aid Office with a Consortium Agreement outlining the program costs (unless the program is CCCU or an Eastern University Partnership)
- Participate in one of the following programs that have been approved for aid transfer (listed in 1 and 2 below):

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

American Studies Program	Washington, D.C.
Australia Studies Center	Australia
China Studies Program	China
Contemporary Music Center	Nashville, TN
India Studies Program	India
Latin American Studies Program	Costa Rica
Los Angeles Film Studies Center	Los Angeles, CA
Middle East Studies Program	Jordan
Scholars' Semester in Oxford	England
Uganda Studies Program	Uganda

### **2) Programs approved by the Eastern University Curriculum Committee:**

Accès Study Abroad	France
Creation Care Study Program	Belize/New Zealand
Danish Institute for Study Abroad	Denmark
Go-ED	Africa/Thailand
Hong Kong Baptist University	Hong Kong
Jerusalem University College	Israel
LCC International University	Lithuania
Netherlandic SPICE	Netherlands
Oregon Extension	Oregon
Oxford Study-Abroad Program	England
Quetzal Education Research Center	Costa Rica
Spanish Studies Abroad	Spain/Argentina/Cuba
St. Andrews University	Scotland
Universidad de las Américas-Puebla	Mexico

### **3) 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 in 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.*

#### **4) Exchange Programs through Eastern University**

Laidlaw College New Zealand  
Soongsil University South Korea  
Trinity Western University Canada  
Women's Christian College India

Additional information for off-campus study:

- Eastern University reserves the right to change fee and tuition charges for off-campus study. Charges include the higher of Eastern University's semester tuition or the program's tuition.
- 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 course outside the regular semester.
- A student may not use Eastern University funds for a program taken while withdrawn from Eastern.
- Federal and state funded financial assistance is available for off-campus programs and courses, provided that Eastern grants full credit toward the degree program, and provided that the student meets student 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 Director of Student Accounts at least 90 days prior to the start of the off-campus program. An administrative fee for off-campus studies is charged for all off-campus programs.

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

- inform the Financial Aid Office 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 Financial Aid Office 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.

## Pre-Professional Preparation

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### Pre-medical

Medical 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 (before MCAT is taken- <https://www.aamc.org/students/applying/mcat/>):

- English: a semester of composition and a semester of literature
- Chemistry (including labs): a year of General Chemistry [start in freshman year] and a year of Organic Chemistry
- Physics (including labs): 1 year; Calculus I is a prerequisite
- Biology (including labs): 1 year
- \* Biochemistry I (Organic Chemistry I and II are prerequisite courses)
- \* Statistics
- \* Introductory Psychology
- \* Introductory Sociology
- \* Cell Biology, Molecular Biology - recommended

### Pre-Dental, Pre-Veterinary, Pre-Podiatry, Pre-Optometry

Requirements are similar as above but those indicated by \* are generally not required but can be recommended. Students should check with specific schools and programs they are interested in for any unique course requirements (i.e., pre-optometry has additional math and science requirements).

All above pre-professional students are advised by Dr. Maria Fichera.

### Pre-Engineering

Eastern University and Villanova University have entered into an agreement that leads to two degrees, the B.A in Math (from Eastern) and M.S. in Engineering (from Villanova). Students will study for four years at Eastern University and for one year at Villanova. Details and program requirements may be found in the Department of Mathematics section of the handbook under the heading Pre-Engineering Concentration.

### Pre-Law

This Pre-Law program offers an interdisciplinary introduction to law and legal institutions that emphasizes the skill-sets that are necessary for success in law school, law school admissions, as well as graduate programs and careers related to law. Law schools do not require applicants to have a specific major or to have taken specific classes, but they do emphasize that analytical and logic skills are essential to success in their programs. The pre-law minor offers students a guided path to developing these skills while allowing the freedom to major in a subject that interests them.

### 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 Exercise Science (Kinesiology) 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. Pre-requisite coursework varies according to the professional track and institution. Courses in the biological sciences (two semesters of general biology and two semesters of anatomy and physiology), physical sciences (two semesters of chemistry and two semesters of physics), psychology and statistics are generally required for physical therapy school. Courses in the aforementioned biological sciences and several courses in psychology as well as statistics are generally required for occupational therapy. However, the required coursework in the physical sciences varies among the occupational therapy programs. Dr. Patricia Reger serves as the advisor.

### **Pre-Physician Assistant**

*Physician Assistant programs do not require a specific college major.* (See <http://www.aapa.org>.) In general, most programs require a minimum of 200 hours of patient care experience as well as course work. Biology - five laboratory/lecture courses from a Biology Department to include at least anatomy and physiology and microbiology; Chemistry - four laboratory/lecture courses from a Chemistry Department, to include at least organic chemistry; Psychology - one course in psychology; Statistics - at least one statistics course and possibly calculus; Humanities - at least five courses in the humanities area; English composition; Literature; and Medical terminology. Other recommended electives include nutrition. Pre-physician Assistant students are advised by Dr. Maria Fichera and Dr. Wendy Mercier.

## **Career Opportunities**

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### **Nursing**

Eastern University is approved by the Pennsylvania State Board of Nursing to offer a traditional pre-licensure Nursing program including clinical nursing education leading to the Bachelor of Science in Nursing. Dr. Dianne DeLong serves as the 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 professional 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 is designed to challenge and prepare academically gifted undergraduate students for leadership and service as individuals of influence in culture, society and their professions, by providing a holistic program focused on the life of the mind, character formation and skill development.

The curriculum involves intensive reading, writing and discussion around both great texts of the Western canon and important contemporary works, within the context of the liberal arts tradition.

The Templeton Honors College accepts up to 36 new students each year through a competitive application process. 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, Jr. and Josephine Templeton.

## Admission 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 at least 1200/1800 or ACT scores of 27, 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 college credits.

## Templeton Honors College Courses

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The Templeton curriculum is composed of five “strands” woven together over the course of four years into a coherent program aimed at forming whole persons who are equipped to be leaders in culture, society and their professions. All of the Eastern University general education goals are addressed through the Templeton curriculum, as is the additional college-specific goal of “Broad Knowledge.”

1. **The Good:** *In this strand, students engage questions related to what it means to live a good life in a good society.*

### **HONR 101 The Good Life**

The question of the Good Life is one of the foundational and most permanent human questions—to be asked by all of us. The ancients, both pagan and Judeo-Christian, saw two main ways of working out this question: the active life and the contemplative life. This is a course in Christian ethics and character formation, and is therefore designed to expose students to some of the classic questions and dilemmas humans have faced in pursuit of a life well-lived. With the help of great texts students will ask: What characterizes a life well-lived? How should we understand the “good”? Why is there evil? What is the nature

of vice and virtue, and how can we habituate ourselves in virtue? What is justice? How can we live a life that is good for us as well as for our neighbor? And why is there suffering?

### **HONR 102 Justice and the Common Good**

In this class we engage questions about justice and the common good by examining major texts and thinkers from the classical, Christian, modern, and contemporary perspectives. Particular attention will be given to the validity and purpose of law, differing conceptions of justice and their practical consequences for regime type, the grounds of human dignity and integrity, as well as selected problems of meta-ethics.

### **HONR 210 The Active Life: Rhetoric and Discourse**

Next to the contemplative life, Aristotle views the active life – the life devoted to the public affairs of one’s community – as the other major contender for designation as the good life. In this course, we will consider the merits of the active life through a study of its primary art: rhetoric. Students will reflect on the nature of rhetoric and its relationship to the good life, discuss the various modes and techniques of rhetoric, and practice rhetorical skills by creating and performing their own rhetorical discourses.

### **HONR 310 Modernity and the Good Society**

The purpose of this course is to provide students with background and understanding of distinctly modern theories of society with a particular focus from the nineteenth century to the present. The course will explore the evolution and development of “modernity” less as an idea or epoch and more as a set of institutional transformations and practices. In the last two hundred years, changes in our understanding of the major spheres of human activity—political, economic, cultural, and religious—have revolutionized how human beings experience the world and their place in it. Our main framework of inquiry will be the empirical and theoretical methods of classical sociology, which take a macro-historical approach to making sense of modern times.

### **Life Fitness**

Students select from a list of courses within the College of Arts and Sciences which address bodily stewardship and physical fitness as it relates to good health.

2. **Western Civilization:** *In this strand, students learn about philosophical, historical, theological, and literary ideas and movements that have shaped the cultures and worldviews of the modern West.*

### **HONR 160 Western Civilization 1: Greece and Rome**

This course is the first in a four-course series in which we will read and discuss some of the books which made us who we are, so that we may understand ourselves and our world better. This first course investigates how the Bible was joined by the traditions of Greek and Roman thought and

literature to lay a foundation for Western thought and culture. Assuming a knowledge of the Bible, we begin by reading great writers of ancient Greece and Rome, then examine how Augustine used, modified and criticized these writers in forming the tradition of Western Christian thought.

**HONR 161 Western Civilization 2: Medieval and Renaissance Europe**

This course builds on what was investigated in the first semester, how a Biblical worldview was joined by a second great source, the tradition of Greek and Roman thought and literature, to form the Christian culture of late antiquity. Assuming you possess a knowledge of the great questions and ideas of the ancient world, we begin by reading some of the foundational texts of the medieval and Renaissance period, from them move to the brink of the modern scientific and skeptical world, and through all of them join the ongoing conversation about them and their impact on our own world.

**HONR 260 Western Civilization 3: Modern Europe**

This course is a study of Modernity, both as a period and as a concept—a problematic concept at the present time, which many people think of as postmodern. We will pay special attention to the interaction between European modernity and the heritage of Christianity. The course examines the new skepticism, the modern intellectual movement known as the Enlightenment, and a key literary movement in modernity, Romanticism. Finally it takes a critical look at the project of modernity from various points of view.

**HONR 261 Western Civilization 4: The American Mind** *(optional)*

This course explores the development of theological, philosophical, literary, and political ideas in the United States. American political ideas have continually attempted to build a good and just society, balancing the needs of freedom and order by drawing upon classical and Christian sources. Churchmen and philosophers pondered the role of reason and faith in society and the individual, as the democratic environment of America offered new challenges and possibilities. While drawing upon their European heritage, American writers strove to create a distinct literary sensibility and aesthetic. Europeans grappled with perennial issues such as goodness, justice, reason, faith, freedom, and order for centuries. Americans offered their own answers, rooted in their particular culture and environment.

**HONR 300 Honors Seminars** *(optional; may be taken multiple times)*

During the third and fourth year, students can elect to take various Honors seminars. Honors seminars are designed to provide students an opportunity to consider specific texts, authors or subjects in a more focused, extended, and intensive way than a typical course affords. These classes of up to 12 students function in a seminar discussion format, reading from great texts and great minds about great ideas in a variety of disciplinary and interdisciplinary domains.

3. **Sacred Life:** *In this strand, students become conversant with the biblical and theological texts and traditions that have formed and inform their understanding and practice of the Christian faith.*

#### **HONR 140 Honors Old Testament**

The books that we call the “Old Testament” provide the foundation of our faith in at least three ways: (1) they describe carefully selected events from creation through the fifth century BC/BCE; (2) they contain the poems, prayers, and reflections of wise and creative men and women of God; and (3) they report the declarations of God through his servants the prophets. This course offers an overview of the biblical books of the Old Testament (from Genesis through Malachi), according to the Protestant canon. We will read and study closely select portions of these books for two purposes: (1) in order to gain an overview of the Old Testament (its canonical arrangement and general contents, as well as “key” places, dates, people, and events); and (2) in order to begin to learn how to interact with the various genres of the biblical text in a thoughtful manner (i.e., biblical stories, laws, poems, and prophecies).

#### **HONR 141 Honors New Testament**

The books that we call the “New Testament” [NT] continue the story and themes found in the “Old” Testament [OT]. Although they are not more inspired or more important than the OT, they support our faith in at least three ways: (1) they describe portions of the ministry of our Lord Jesus Christ, from before the annunciation of his birth until his ascension into heaven and then his continuing ministry in and through the earliest Church; (2) they contain the writings in which early believers attempt to explain the significance of the life and ministry of Christ; and (3) they remind us of the continuing and culminating work of God. This course offers an overview of the biblical books of the New Testament (from Matthew through Revelation). We will read the entire NT in canonical sequence and discuss selected passages in order to (1) gain an overview of the NT (its canonical arrangement and general contents, as well as “key” places, dates, people, topics, and events); and (2) in order to continue learning how to interact thoughtfully with the various genres of the biblical text, especially biblical stories, epistles, and prophecies.

#### **HONR 240 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.

#### **HONR 480 Honors Capstone**

The Honors College core curriculum has been designed to nurture in students the cultivation of a rich, integrative, and coherent worldview—a worldview devoid of the common artificial divisions between academic pursuits, spiritual formation, cultural appreciation, and community life. The Honors Capstone is designed to revisit and, in some cases, recover the richness and coherence

of an integrative humanistic, Christian worldview. Of particular importance for fourth-year students preparing for graduation, the course is posed as an opportunity for reflection and preparation for their vocational future.

- 4. Scientific Thought:** *In this strand, students examine the philosophical, historical and theological development of modern science. They learn about scientific methods and the nature and interpretation of empirical data as they come to better understand the natural world and what it reveals about its Creator.*

*Choice of two from:*

#### **HONR 201 Cosmology**

In this course, students will 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.

#### **HONR 203 Theories of the Origin of Life**

The purpose of this course is to examine the common assumptions made by both sides in the debate over the origins of life. Evolutionary mechanisms need bear no terrors for a consistent biblical theist. Neither logic, nor doctrine, nor physical data need be transgressed or ignored within a concursus model of God's providential activity. The course will support this thesis of potential harmony through discussions in history, theology, and philosophy, as well as through analysis of the scientific data of current evolutionary biology. Far from removing us from our transcendent roots, a theistic view of evolution can give significance and meaning to the human struggle against evil, and to our search for significance in a spiritual cosmos.

#### **HONR 204 Mathematics in the Western Tradition**

This course engages in a study of mathematical thought in the Western Tradition from Euclid, through modernity and to the present. Attention is paid both to the mathematical work of key figures, and the relationship between their mathematical system and the concurrent development of philosophical thought. Students will read the primary texts of mathematicians and philosophers, learn fundamental mathematical skills, and explore the ways in which mathematical thought has influenced, and been influenced by the broader tradition.

#### **PLUS**

One laboratory science course from College of Arts and Sciences offerings

- 5. Global Awareness:** *In this strand, students become familiar with people, practices and worldviews outside their own traditions and cultures, as they reflect on their own place within the global human community.*

#### **Global Diversity**

Students select one course from a list of offerings within the College of Arts and Sciences which offer sustained, direct engagement with one or more

cultures outside the Western Tradition. The purpose of these courses is to help students understand and interact productively within the diversity that characterizes human cultures, particularly those outside of the Western tradition

### **Foreign Language**

Language both reflects and shapes human culture and human thought. Because of this, studying a language other than one's native language helps students better understand how reality can be interpreted and expressed in significantly different ways. All Templeton students are required to demonstrate the ability to communicate in a language other than their native language at a novice high level or higher (by successfully completing a 102-level or higher course in a chosen language).

### **Study Abroad**

All Templeton students are required to complete a study abroad or study away experience, typically for one full semester. Rather than just being an "add-on" as study-abroad opportunities often are, the semester away is seen as an integral part of the overall curriculum. Being removed from familiar surroundings and immersed in a different cultural context helps students develop broader perspectives, listen to and better understand differing points of view, empathize with "strangers" in their home setting, and deepen their commitment to justice in a global context.

## **General Education and the Templeton Honors College Core Curriculum**

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The Templeton Honors College core curriculum is designed to meet all of the university general education goals. Students complete their general education requirements through Templeton and complete requirements for a major through the College of Arts and Sciences. The Templeton core curriculum satisfies the university general education goals and indicators as follows.

### **Effective Communication**

*Technological Skills* 0 credits  
(completed during first semester of enrollment)

*Written Communication* 0  
(completed during HONR 101)

*Oral Communication* 3  
HONR 210 The Active Life: Rhetoric and Discourse

### **Critical Reasoning**

*Argument and Analysis* 0  
(completed during HONR 160)

*Scientific Reasoning* 0  
(completed during laboratory science course)

***Quantitative Reasoning*** 3  
HONR 204 Mathematics in the Western Tradition

***OR one of the following courses:***

MATH 103 Mathematical Ideas

MATH 140 College Algebra

MATH 150 Pre-Calculus

MATH 160 Calculus I

MATH 220 Statistics

BUSA 221 Business Statistics

CSCI 150 Problem Solving with Computers

PSYC 220 Statistics for the Social and Behavioral Sciences

SOCI 220 Social Statistics

***Information Literacy*** 0  
(completed during HON 141)

**Cultural and Global Awareness**

***Knowledgeable about the Western Tradition*** 9-12

HONR 160 Western Civilization 1: Greece and Rome

HONR 161 Western Civilization 2: Medieval and Renaissance Europe

HONR 260 Western Civilization 3: Modern Europe

HONR 261 Western Civilization 4: The American Mind (optional)

***Knowledgeable about a Tradition Beyond the West*** 3-9  
One course from the College of Arts and Science menu

**PLUS**

All Templeton students must complete one semester of foreign language at the 102 level or higher or earn credit for language study during a one-semester study abroad program. (Students studying a language for the first time during a non-study abroad semester must complete 101 before enrolling in 102.)

Students are exempt from this requirement if they:

- Score at the “novice high” level or higher on the Oral Proficiency Interview via computer exam (OPIc); or
- Speak English as a second language and attain a score of 79 on the TOEFL or a score of 6.5 on IELTS or earn 80% on the ESLI Level 3 exam

**Christian Faith and Practice**

***Biblically Informed*** 6

HONR 140 Honors Old Testament

HONR 141 Honors New Testament

***Formed in Christian Thought*** 8

HONR 101 The Good Life

HONR 240 Introduction to Christian Theology

HONR 480 Honors Capstone

<b>Commitment to Justice</b>	
<i>Knowledgeable in Doing Justice</i>	3
HONR 102 Justice and the Common Good	
<b>Broad Knowledge</b>	
<i>Knowledgeable about the Arts (included in credit count above)</i>	
HONR 260 Western Civilization 3: Modern Europe	
<i>Knowledgeable within the Social Sciences</i>	3
HONR 310 Modernity and the Good Society	
<i>Knowledgeable within the Natural Sciences</i>	7-10
Choice of two of the following:	
HONR 201 Cosmology	
HONR 203 Theories of the Origins of Life	
HONR 204 Mathematics in the Western Tradition	
<b><u>PLUS</u></b>	
All Templeton students must take one natural science laboratory course.	
The following courses are available for non-science majors:	
ASTR 111 The Solar System	
ASTR 112 Explorations of the Universe	
BIOL 103 General Biology: Earthkeeping	
BIOL 104 Human Biology	
BIOL 105 Introductory Biology	
BIOL 206 Ornithology	
CHEM 111 / Applied Chemistry: Air, Water and Energy	
113	
Math or science majors may instead take one of the following courses:	
BIOL 151 General Biology I	
BIOL 152 General Biology II	
CHEM 118 Chemistry for Healthcare ( <i>Nursing students only</i> )	
CHEM 121 General Chemistry I	
PHYS 101 Introduction to Physics	
<i>Knowledgeable about Life Fitness</i>	1-3
<i>One of the following courses:</i>	
KINE 100 Life Fitness	
KINE 101 Life Fitness for Athletes	
( <i>1 credit, restricted to students playing</i>	
<i>on Eastern athletic teams</i> )	
DANC 100 Introduction to Dance Studies ( <i>requires audition</i> )	
<b>TOTAL credit hours</b>	<b>46-60</b>

## Templeton Course Sequence

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Because the general education curriculum is designed to provide students with foundational skills and knowledge which are reinforced and applied through major coursework, it is critical that students complete their core courses in a particular sequence and as much as possible by the end of their third year of study.

The following general education course sequence is recommended for entering first-year Templeton students.

### Year 1 Courses

*1st semester:*

HONR 101 The Good Life  
HONR 140 Honors Old Testament  
HONR 160 Western Civilization 1: Greece and Rome

*2nd semester:*

HONR 102 Justice and the Common Good (may be taken in 3rd semester)  
HONR 141 Honors New Testament  
HONR 161 Western Civilization 2: Medieval and Renaissance Europe

*Other courses to complete by the end of the 1st year:*

Foreign Language (if beginning at the 102 level or higher  
with a language previously studied)  
Knowledgeable about Life Fitness course  
(may be taken in Year 2 if needed)

### Year 2 Courses

*3rd semester:*

HONR 260 Western Civilization 3: Modern Europe

*4th semester:*

HONR 261 Western Civilization 4: The American Mind (optional)

*Other courses to complete by the end of the 2nd year:*

HONR 210 The Active Life: Rhetoric and Discourse  
HONR 240 Introduction to Christian Theology

*Choice of two from:*

HONR 201 Cosmology  
HONR 203 Theories of the Origin of Life  
HONR 204 Mathematics in the Western Tradition

### **Year 3 Requirements**

HONR 310 Modernity and the Good Society  
Knowledgeable about a Tradition Beyond the West course  
Natural Science laboratory course  
Foreign Language (if beginning at 101 level; may be completed earlier)  
Study abroad semester

### **Year 4 Course**

HONR 480 Honors Capstone

Some major courses also meet general education requirements. In the event that a major course is recommended in a semester that differs from this sequence, students should follow the recommendation of the major for that course.

### **Continuation Requirements**

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To remain in good standing in the College, Templeton students must earn a minimum grade of C in every honors (HONR) course. Additionally, they must achieve a minimum cumulative GPA of 3.2 after the first year, 3.3 after the second year, and 3.4 in subsequent years through graduation. Templeton students are also expected to attend Honors Forum and participate in other aspects of community life.

# General Academic Regulations

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## **Class Attendance**

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The University expects all students to attend their scheduled classes and laboratory periods regularly. It is recognized that what constitutes satisfactory attendance will vary among disciplines and courses within the same subject field. Accordingly, at the beginning of each course, instructors will notify their students in writing via the course syllabus what constitutes satisfactory attendance in that course. Furthermore, attendance records submitted to the Office of the Registrar in the beginning, middle and end of each semester are necessary for institutional administration and external reporting.

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 recommend to the student that the student withdraw from the course; if the student chooses to remain in the course, the instructor will grade the student according to the syllabus and any penalties described in the syllabus.

## **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.

## **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 Lectures

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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.

University lectures, the Faith Forum and the Staley Distinguished Christian Scholar Lectures are also featured.

## Withdrawal from the University

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A student intending to withdraw from the University, even for one or two semesters, must 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 Financial Aid Office. The Stafford Loan Exit Interview may be completed online at <http://studentloans.gov> (contact the Financial Aid Office with questions) and the Perkins Loan Exit Interview may be completed online at [www.ecsi.net](http://www.ecsi.net) (contact the Financial Aid Office with questions). Adjustments to the student's 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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All students are responsible to read, understand and abide by the Student Handbook ([www.eastern.edu/handbook](http://www.eastern.edu/handbook)). Students are responsible for these 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 "0%" on the paper, project or examination but allow resubmission, resulting in a maximum combined grade of C.
2. Assign a grade of F or "0%" 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.

## Incomplete Grades

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The grade "I" is given when a student fails to complete course requirements because of extreme and unforeseen extenuating circumstances that may have affected academic performance. The "I" must be approved by the professor teaching the course. In an effort to provide interim assessment during the incomplete period, the professor will provide a completion outline with a timeline of deliverables during the makeup period. This form must be signed by the professor and student before the end of the semester/session. The incomplete is recorded at the end of the semester/session and must be removed within 60 days. The "I" grade automatically becomes an "F" if the student does not complete course requirements and a change of grade is not submitted within the time frame stipulated above. In the case of persistent or additional extreme and unforeseen extenuating circumstances, an extension of the incomplete or a "W" (Withdrawn) grade may be authorized. An "Exception to Policy" form, available from the Office of the registrar Web page, [www.eastern.edu/academics/registrar/index.html](http://www.eastern.edu/academics/registrar/index.html), should be completed and submitted to the dean, along with documentation of the persistent or additional extreme and unforeseen extenuating circumstances. "W" grades will be awarded only for the course the student was passing at the time he/she became incapacitated. Courses carrying a grade of "W" receive no credit and are not counted as hours attempted.

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

## Repeated Course

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A student may register for a course a maximum of two times. Grades of "W," "F," "WF," and "D±" and "C-" count toward the maximum of two registrations. Thereafter, a student may only register for the same class after completion and approval of an appeal based upon extenuating circumstances, such as prolonged illness. The appeal is a contract written by the student prior to the term in which he or she seeks re-enrollment. The appeal must detail the extenuating circumstances as well as an action plan to deal with the same or similar situations in the forthcoming term, including, but not limited to, campus based counseling, outside counseling, Student Disability Services, and tutoring. The appeal must be written by the student and signed by the student, Department Chair/Program Director, and Dean.

# Academic Appeals and Grievances

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## Academic Appeals and Grievances

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An appeal is defined as a request to a higher authority to change a decision that was made, typically a decision that the student believes adversely affects her/his academic career. A grievance is a complaint or concern of a student regarding a faculty or staff member at the university. For any academic appeal or grievance, if a student is enrolled in class(es) while the case is being heard, the student is responsible for the policies and procedures associated with the class(es).

Students wishing to appeal a course grade should follow the process listed under “Grade/Evaluative Action Appeal Process.” The process for redress of grievances is found in the *Student Handbook*, under “Student Rights, Freedoms, and Responsibilities.”

If a student wishes to appeal an academic decision other than a grade/evaluative action, the student shall make written appeal to Dean of the College in which the student is enrolled. The letter of appeal should include the date of the letter, the student’s full name, the Eastern University student identification number, the action requested, and detailed reasons for the request, including all supporting documentation. The appeal should be complete, since once submitted, the student will not be able to submit further evidence or request reconsideration by the Dean. The Dean may, at his/her discretion, limit his/her review to the written record provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the Dean will notify the student in writing of the Dean’s decision with respect to the student’s appeal.

## Academic Petitions (Request for Exception to Policy)

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If a student wishes to petition for an exception to an academic policy, the student shall petition the Dean of the College in writing. For requests to change the time of final exams, the student should consult the information under “Final Examinations” in this catalog. For other petitions, the letter of petition should include the date of the petition, the student’s full name, the Eastern University student identification number, the request (petition) for an exception, and detailed reasons for the request, including all supporting documentation. The petition should be complete, since once submitted, the student will not be able to submit further evidence or request reconsideration by the Dean. The Dean may, at his/her discretion, limit his/her review to the written items provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the Dean will notify the student in writing of the Dean’s decision with respect to the student’s petition.

## **Procedure for Student Appeals to the Provost**

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To appeal a decision by an academic dean (including a decision on an academic petition) the student may appeal to the Provost of the University. Within 7 days of the Dean's transmittal electronically or by mail of his/her decision to the student, the student may appeal the Dean's decision by sending a letter by certified mail or overnight courier or e-mail with a return receipt requested to the Provost, with a copy to the Dean. In this letter or e-mail of appeal, the student shall state in detail why the decision by the Dean lacks substantial evidence or was capricious or discriminatory. The student shall include the student's full name, the Eastern University student identification number, the College the student is enrolled in, and an explanation of the grievance and supporting documents.

The Provost may, at his/her discretion, limit his/her review to the written record provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. The Provost shall affirm the decision of the Dean unless the Provost determines that the Dean's decision is arbitrary and capricious or otherwise lacks substantial evidence, in which case the Provost may remand the matter to the Dean with instructions. The decision of the Provost shall be final.

## **Grade/Evaluative Action Appeal Procedure**

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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 no later than four weeks after 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 request to the departmental chairperson/program director to submit the Appeal Form and accompanying documentation to the program dean. The written request must occur within one (1) week of receiving the departmental chairperson's / program director's decision. Upon receipt of the written request from the student, the departmental chairperson/program director will inform the program dean that the Appeal Form and accompanying documentation will be forwarded. The student's written request will be attached as a cover page and then forwarded with the Appeal Form and all accompanying documentation to the program dean. The program dean will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, instructor and program chairperson/program director.
- Step 5:** If, after receiving a reply form from the program dean, the student is still not satisfied with the resolution, the student must make a 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.*

Download the Grade/Evaluative Action Appeals Form from the Registrar's page of [www.eastern.edu](http://www.eastern.edu)

### **Academic Dismissal 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.

# 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.

# 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 complete the form available on [www.eastern.edu/academic/registrar](http://www.eastern.edu/academic/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 student aid must submit the Financial Aid Consortium Agreement. This document, when submitted to the host institution and returned to Eastern, will inform Eastern's Financial Aid Office 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), Excelsior College Examinations, DSST and International Baccalaureate (IB). (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.

# 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.

The Academic Advising Center (AAC) serves as a resource for students and faculty. Students are encouraged to visit the AAC for assistance with course planning, registration, and guidance in understanding academic policies and procedures. Transfer students are strongly encouraged to visit the AAC in their first week on campus as staff can facilitate a smooth transition.

## 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. Students are limited to one class (three to four) credits during a Winterim term. 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 Financial Aid Office 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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In the College of Arts and Sciences, final examinations are given at the close of each semester. Students must take their final examinations at the assigned times, which are published with the Schedule of Classes at the time of registration each semester. The schedule of final examinations is also regularly posted to the Office of the Registrar Web page. Exceptions are made only in the case of documented medical emergency or family crisis, such as a death in the immediate family, 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. Students seeking re-scheduling should submit a Petition to Change Time of Final Exam form to the office of the Dean of the College of Arts and Sciences in McInnis Hall. The petition must be received at least two weeks prior to the first day of final exams in order to be considered.

Exams will not be given early in order to meet the travel plans of students. Students are to arrange all transportation well in advance in order to avoid conflict with the exam schedule. A student who misses a final exam must report the situation to the Registrar as soon as possible. Dishonesty in a final examination shall be treated according to the policies on academic dishonesty and may be referred 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). (Web Advisor 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.

Student may request official transcripts using [eastern.edu](http://eastern.edu) e-mail or by completing the transcript request form. Transcripts are issued within five business days. A special processing fee of \$5.00 is charged when a student requests an official transcript to be picked up in the Office of the Registrar on the same day as the request is made. For a \$3.00 fee, a student may request an e-transcript by creating an account in Parchment. (See Transcript Request on the Registrar's page of [www.eastern.edu](http://www.eastern.edu)).

# 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 121 semester credit hours.
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 semester credit 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. Complete all assessment exams or inventories required in the student's major department and by the University.

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 a Commencement ceremony.

### **Dates on Diplomas**

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Degrees are conferred on the 31st of the following months: January, March, May, August, October and December.

### **Participation in Commencement Ceremonies**

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Commencement ceremonies are held at the close of regular academic semesters in May and December to recognize graduating students and announce honors and awards. 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:** will be announced for graduating students with cumulative grade-point averages of 3.8 or better and 39-59 credits earned at Eastern University.

## 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 Scholastic Achievement Award** (\$50) • 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.
- Business Faculty Award** • Awarded to a graduating business major who has displayed academic excellence as well as practical application of business concepts.
- Caroline Cherry Literature Award** • Given to a graduating senior with a major in English literature who has both pursued and attained excellence in the critical engagement with literature.
- Diane Renich Kelley Award in Missions** (\$1,000) • Presented to a graduating student for excellence in missions, as nominated by the faculty of Missiology and Anthropology.
- 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.
- Frederick J. Boehlke Award** • Awarded to a history major by the department for a significant and unique contribution. Awarded only when a suitable candidate exists.
- 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), ENACTUS, and/or Delta Mu Delta. One year's subscription to *Business Week*.
- Janice Stead Memorial Award** (\$50) • Awarded to students selected by the Student Development Directors for the students' outstanding contribution to the student Christian formation efforts of the University.
- 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.

- 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.
- Office of Faith and Practice Award** (\$50) • Awarded to a senior student, nominated by the Office of Faith and Practice, who has shown the greatest aptitude in applying Christian principles to practical life.
- 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 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.
- Terry Weathersby Memorial Scholarship Award (\$1000)** - Awarded to a Psychology major during the senior year who demonstrates a strong commitment to the field, both as a student and as an emerging professional, and demonstrates Godly character and a strong record of service to others, as well as exemplary integrity and humility.
- 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.
- Tribute of Valor Award** (\$600) - Awarded by Nathaniel J. Stutzman '05 and Marianne B. Stutzman '05 to a graduating senior who has experienced the death of a parent while studying at Eastern and has continued to display faithfulness to God in their words and actions.
- 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.
- 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 DANC 140, 340, THEA 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. Department chairs may waive the course prerequisite if the student has demonstrated competency and the instructor grants permission.

### 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.

### COMMON DEPARTMENTAL COURSES

### CULMINATING SENIOR EXPERIENCE

Culminating Senior Experiences (CSE) courses will be listed in specific majors at the 400-level. The Culminating Senior Experience will enable students to demonstrate mastery of their major discipline through a significant writing or performance component. Students will explore in a fashion appropriate to their discipline how claims and/or practices of the discipline are related to a Christian worldview and /or how a Christian worldview might be clarified, critiqued or extended through insights from the discipline.

### 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. Department chairs must submit proposal forms and course syllabi to the dean at least three weeks prior to the first date of the semester.

## **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. Department chairs must submit proposal forms and course syllabi to the dean at least three weeks prior to the first date of the semester.

## **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. Students may apply a maximum of 12 internship credits to the cumulative credits required for the degree.

## **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 AND RESEARCH ASSISTANT**

A faculty member may invite an undergraduate student to serve as teaching assistant for a course. The faculty member will serve as a mentor in the teaching-learning enterprise and the student will learn methods of undergraduate instruction and student assessment through observation, experience and reflection.

A faculty member may invite an undergraduate student to serve as research assistant on a research project in which the faculty member is engaged. The faculty member will serve as a mentor in the research enterprise and the student will learn methods of research within the discipline, as well as forms and procedures for public presentation appropriate for the work (e.g., journal article, book, poster, conference presentation).

A minimum of 40 hours of assistantship is required for each academic credit awarded. A student may be selected more than once and accrue up to six credits in each category of assistantship. Undergraduate student assistantship may not fulfill major requirements or substitute for any course requiring the student to be engaged in his or her own research (such as a department Culminating Senior Experience course). Letter grading applies. No additional tuition will be charged to full-time students' bill for TA or RA credits.

## **WRITING INTENSIVE COURSES**

Students are required to complete one writing-intensive course in their major, designated by the suffix "W" after the course number. Writing competency is demonstrated by the satisfactory completion of skills-based assignments, resulting in a grade of C or better in the designated course.

## ACCOUNTING AND FINANCE

See Business Programs

## ANTHROPOLOGY

See Missiology

## ASTRONOMY AND PHYSICS

### THE MINOR IN ASTRONOMY

ASTR 111	The Solar System	4
ASTR 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>

### COURSE DESCRIPTIONS

**ASTR 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.

**ASTR 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 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 160 or equivalent or permission of instructor. PHYS 101 is prerequisite to 102. Three hours lecture, two hours laboratory. PHYS 101 fulfills lab science requirement for math and science majors.

**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 206 Physical Science Laboratory** 1  
This activity/laboratory course provides a conceptual approach to the study of physics, chemistry, geology, meteorology and astronomy. Focus

is on qualitative comprehension rather than on mathematical expression. The course is intended for students preparing to teach math and science at the middle level and draws on content presented in PHYS 205.

**PHYS 316 Field Geology** 4  
Au Sable Institute

## ATHLETIC TRAINING

See Kinesiology Programs

## BIBLICAL STUDIES

The Christian Studies Department offers a major and minor in Biblical Studies. The major can be earned via one of two tracks - with or without a concentration in biblical languages (Hebrew or Greek).

BIBL 101 and BIBL 102 are prerequisites for pursuing both the major and minor, and for all 200-level and above BIBL courses and some THEO courses. They must be earned at the grade level of C or higher. Credits for BIBL 101 and BIBL 102 are not counted in the program credit total.

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

*Introductory Courses* 15

<b>BIBL 201W</b>	Research Methods in Biblical Studies	3
	Biblical Studies elective	3
<b>THEO 240</b>	Theological Thinking	3
<b>THEO</b>	Two Theology electives	6

*Old Testament Courses (Choose TWO courses)* 6

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

*New Testament Courses (Choose TWO courses)* 6

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

*Culminating Senior Experience (Choose ONE course)* 3

<b>BIBL 460</b>	Biblical Texts in Context	
<b>BIBL 461</b>	Genesis in Context	

<b>BIBL 463</b>	Romans in Context	
	<i>Subtotal Credit Hours for BOTH tracks</i>	30
TRACK ONE: Without Languages		
	<i>THREE BIBL electives</i>	9
	<i>Subtotal Credit Hours</i>	9
	<i>Total Credit Hours for Track One:</i>	39
TRACK TWO: With Languages		
	<i>THREE semesters of either Hebrew (HEBR) or Greek (GREE)</i>	9
	<i>TWO BIBL electives</i>	6
	<i>Subtotal Credit Hours:</i>	15
	<i>Total Credit Hours for Track Two:</i>	45

### MINOR IN BIBLICAL STUDIES

In addition to the Biblically Informed Core (BIB 101 and 102) the following courses are required for a minor in Biblical Studies:

<i>Core Theology Courses (choose ONE course)</i>	3
Any 200-level THEO course, PHIL 211 or MISS 100	
<i>Theology Courses (choose ONE course)</i>	3
Any 200-level THEO course	
<i>Biblical Studies Courses (choose FOUR courses)</i>	12
Any BIBL course*	
<i>Total Credit Hours</i>	18

\*BIBL 201W is recommended, but not required, for the minor.

### COURSE DESCRIPTIONS

#### BIBL 101 Nature and Meaning of the

**Old Testament** 3  
A descriptive introduction to the general content and main episodes of the story of Israel in the Old Testament. The focus is on understanding the flow of events, key characters, stories, themes, genres, and historical settings of the Old Testament. We will also begin to explore how the gospel continues and develops Old Testament themes.

#### BIBL 102 Nature and Meaning of the

**New Testament** 3  
A descriptive introduction to the content of the New Testament, especially in the Gospels and the letters of Paul. A main focus is on the importance of understanding the New Testament in its ancient historical and cultural setting and applying that knowledge to contemporary faith and life. Prerequisite: BIBL 101.

#### BIBL 201W 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. Prerequisite: BIBL 101 and BIBL 102

#### BIBL 216 Praise and Lament in the Psalms

3  
A study of the Psalms in their cultural-historical, literary, theological, and canonical dimensions. Prerequisite: BIBL 101 and BIBL 102

#### BIBL 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. Prerequisite: BIBL 101 and BIBL 102

#### BIBL 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. Prerequisite: BIBL 101 and BIBL 102

#### BIBL 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.

#### BIBL 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.

**BIBL 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.

**BIBL 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.

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

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

**BIBL 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.

**BIBL 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.

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

An introduction to the literature, groups, beliefs and practices that constituted 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.

**BIBL 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.

**BIBL 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.

**BIBL 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.

**BIBL 440 Senior Seminar** 3

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

**BIBL 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 BIBL 201.

**BIBL 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 BIBL 201.

**BIBL 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 BIBL 201.

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## **BIOKINETICS**

See Kinesiology Programs

## 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 laboratory or field research, scientific writing, and medical sales.

**B.S. in Environmental Science** - 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

<b>BIOL 151, 152</b>	General Biology I, II	4, 4
<b>BIOL 309W</b>	Ecology	4
<b>BIOL 311</b>	Cell Biology	4
<b>BIOL 312</b>	Genetics	4
<b>BIOL 417</b>	Creation, Evolution and the Organization of Biology	3
<b>BIOL 425 or 426</b>	Senior Thesis	2
<b>CHEM 121, 122</b>	General Chemistry I, II	3, 3
<b>CHEM 123, 124W</b>	General Chemistry Lab I, II	1, 1
<b>CHEM 211, 212</b>	Organic Chemistry I, II	3, 3
<b>CHEM 213, 214</b>	Organic Chemistry Lab I, II	1, 1

Choose TWO of the following: 8

<b>BIOL 310</b>	Animal Physiology*	4
<b>BIOL 320</b>	Environmental Issues	4
<b>BIOL 344, 345</b>	Molecular Biology and Lab	3, 1
<b>BIOL 350</b>	Classification and Application (choose one of several versions of BIOL 350)	4

\*BIOL 233 and 234 may be substituted for BIOL 310 with BIOL 234 counting as a BIOL elective.

<b>BIOL</b>	Electives from Biology (may include CHEM 320/322, EXSC 411, PSYC 417 and many AuSable Institute courses.)	4
	Choose ONE of the following:	3
<b>MATH 160</b>	Calculus I	
<b>MATH 220</b>	Statistics for the Social and Behavioral Sciences	
	Total Credit Hours	56

(For pre-med MATH 160 and 220 are needed; for field biology and related tracks in the B.S., MATH 220 is recommended).

Recommended:

### AuSable Institute field courses (See ausable.org.)

(Recommended for field biology track and B.S. in Environmental Studies)

<b>BIOL 495</b>	Internship	
<b>CHEM 320, 322</b>	Biochemistry (May be taken for major or Chemistry minor; Required for pre-med track)	
<b>PHYS 101, 102</b>	Introduction to Physics (Required for pre-med track)	

### Recommended Schedule:

#### First Year

BIOL 151, 152, CHEM 121, 122, 123, 124 and core requirements

#### Sophomore Year

BIOL 309W or 311; 312 (or take it 3rd year); 310, 320 or 350; CHEM 211, 212, 213, 214; biology elective, math requirement

#### Junior Year

BIOL 309W or 311; 310, 312, 320, 344/345 or 350; internship; biology electives

#### Senior Year

BIOL 417 (spring or Junior year spring if Dec. graduation); biology electives, including internship or thesis

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

<b>BIOL 151, 152</b>	General Biology I, II	4, 4
<b>BIOL 216</b>	Introduction to Microbiology	4
<b>BIOL 316</b>	Basic Techniques in Biotechnology	3
<b>BIOL 417</b>	Creation, Evolution and the Organization of Biology	3
<b>BIOL 425 or 426</b>	Senior Thesis	2
<b>BIOL 495</b>	Biology Internship	3
<b>CHEM 121, 123</b>	General Chemistry I and Lab	3, 1
<b>CHEM 122, 124</b>	General Chemistry II and Lab	3, 1
<b>MATH 220</b>	Statistics for Social and Behavioral Sciences	3

<i>Choose THREE of the following:</i>		12
<b>BIOL 309W</b>	Ecology	
<b>BIOL 310</b>	Animal Physiology*	
<b>BIOL 311</b>	Cell Biology	
<b>BIOL 312</b>	Genetics	
<b>BIOL 320</b>	Environmental Issues	
<b>BIOL 340</b>	Medical Parasitology	
<b>BIOL344, 345</b>	Molecular Biology and Lab	
<b>BIOL 350</b>	Choose one of the three (A-Vertebrate Zoology, B-Entomology, C- Vascular Plants)	
<b>BIOL</b>	Electives	8
<i>Total Credit Hours:</i>		<u>54</u>

*Recommended for field biology track and BS in Environmental Sciences*

*Recommended Schedule:*

**First Year**

BIOL 151, 152, and core requirements

**Sophomore Year**

BIOL 309W or 310 or 311; CHEM 121, 123, 122, 124W; biology elective; MATH 220

**Junior Year**

BIOL 216, 316, 309W or 312, 320, 340 or 350; internship; biology electives

**Senior Year**

BIOL 417 (spring or Junior year spring if Dec. graduation); remaining flexible core biology class; BIOL 425 or 426

**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: BIOL 103, 151, 233, 234, 312
- Pre-medical: BIOL 151, 152, 216, 310, 311, 312, CHEM 320, 322. Note that Pre-medical requirements are listed on page 72 of this catalog.
- Environmental: BIOL 103, 151, 152, 290, 309, 350 (A,B,C) and Au Sable courses

**Core Requirements** • BIOL 103, 104 and 105 are specifically designed for the non-major to satisfy the core requirements of integration of faith and discipline. BIOL 151, 152 are also suitable, but are focused to meet the needs of biology majors.

**THE MAJOR FOR THE B.S. IN ENVIRONMENTAL SCIENCE**

<b>BIOL 151, 152</b>	General Biology I, II	4, 4
<b>BIOL 309W</b>	Ecology	4
<b>BIOL 320</b>	Environmental Issues	4
<b>BIOL 420</b>	Introduction to Environmental Regulations and Policy	3
<b>BIOL 425 or 426</b>	Senior Thesis	2
<b>GEOL 200</b>	Geology	3
<b>BIOL</b>	FOUR electives including a minimum of TWO field biology courses*	14-16
<b>CHEM 111, 113</b>	Applied Chemistry: Air, Water and Energy and Lab**	3, 1
<b>CHEM 121, 123</b>	General Chemistry I and Lab	3, 1
<b>CHEM 122, 124W</b>	General Chemistry II and Lab	3, 1

*Choose ONE of the following:*

<b>BIOL 410</b>	Environmental Theology	3
<b>BIOL 417</b>	Creation, Evolution, and the Organization of Biology	

*Choose ONE of the following:*

<b>ECON 205</b>	Essentials of Economics	3
<b>POLI 103</b>	American Government	
<b>POLI 212</b>	International Relations	

*Choose ONE of the following:*

<b>MATH 160</b>	Calculus I	
<b>MATH 220</b>	Statistics for Social and Behavioral Sciences	
<b>BUSA 221</b>	Business Statistics	
<i>Total Credit Hours:</i>		<u>59-61</u>

\*Field biology courses are as follows: AuSable Institute of Environmental Studies courses, BIOL 206, BIOL 290, BIOL 350A, BIOL 350B, and BIOL 350C.

\*\*If CHEM 121/123 is taken prior to CHEM 111/113, a higher chemistry course will be substituted for CHEM 111/113.

*Recommended Schedule:*

**First Year**

BIOL 151, 152, CHEM 111/113 and core requirements

**Sophomore Year**

BIOL 309W; CHEM 121-124; BIOL 320 or elective; POLI 103 or 212 or ECON 205; MATH 220 or MATH 160 or BUSA 221; core requirements

**Junior Year**

Field elective; BIOL 320 or 420; GEOL 200; biology electives

**Senior Year**

Field elective; BIOL 417 (spring or Junior year spring if Dec. graduation); BIOL 320 or 420; BIOL 425 or BIOL 426; GEOL 200 (if not taken)

## THE MINOR IN ENVIRONMENTAL SCIENCE

The minor in Environmental Science requires eighteen hours as follows: BIOL 151; BIOL 309; BIOL 320 or 420 and two elective courses, one of which must be a field course taught by Eastern or Au Sable Institute.

## BIOLOGY COURSE DESCRIPTIONS

### BIOL 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 and a half hours laboratory. For non-majors only. No prerequisites. Offered every semester.

### BIOL 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 and a half hours laboratory. For non-majors only. No prerequisites. Offered every semester.

### BIOL 105 Introductory Biology 4

An overview of the major areas of biology. Topics to be covered include cell biology; heredity; protists; plants; diversity of animals; human body systems; ecology; major ecosystems of the world; conservation biology; evolution/natural selection. Three hours lecture, two and a half hours laboratory. Required for Elementary Education major. No prerequisites. For non-majors only. Offered every semester.

### BIOL 151 General Biology I 4

Required course for the student interested in majoring or minoring in biology, biological studies, environmental science, 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 BIOL 152. Three hours lecture, three hours laboratory. Fulfills lab science requirements for math and science majors.

### BIOL 152 General Biology II 4

Required course for the student interested in majoring or minoring in biology, biological studies, environmental studies, biochemistry or bioki-

netics. 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 BIOL 151. Three hours lecture, three hours laboratory.

### BIOL 206 Ornithology 4

The biology and natural history of birds. Field work with emphasis on recognition and behavioral observations of local species. May require Saturday field trips. Open to majors and non-majors. Counts as a field course. Three hours lecture, three hours laboratory. Offered in the fall of odd-numbered years. Open to both science and non-science majors. No prerequisites.

### BIOL 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 BIOL 152 or 233. Offered in the spring.

### BIOL 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 in Athletic Training, Exercise Science, Psychology, and Nursing, and as an elective course for Biology students considering graduate work in health professions. For the biology core, BIOL 233 and BIOL 234 may substitute for BIOL 310. Three hours lecture, one and a half hours recitation, two hours laboratory. Prerequisites: Minimum grade of C in BIOL 104, 152 or CHEM 118. BIOL 152 is required for Athletic Training and Exercise Science. Offered in the fall.

### BIOL 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, BIOL 233 and BIOL 234 may substitute for BIOL 310. Three hours lecture, one and a half hours recitation, two hours laboratory. Prerequisite: Minimum grade of C in BIOL 233. Offered in the spring.

**BIOL 290 Tropical Biology** 4

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 and constitute the laboratory hours. Three hours lecture. Prerequisite: at least one majors biology course or permission of instructor. Generally offered spring of odd-numbered years.

**BIOL 309W Ecology** 4

The principles of ecology with some emphasis on their applications to humans. Field projects and laboratory work complement the theoretical considerations. This is a writing intensive course. Three hours lecture, three hours laboratory. Required Saturday field trips. Prerequisite: Minimum grade of C in BIOL 103 or BIOL 151. Offered every fall.

**BIOL 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 BIOL 152, CHEM 111 or 121. Offered each fall upon adequate demand.

**BIOL 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 BIOL 152, CHEM 122. Offered every fall.

**BIOL 312 Genetics** 4

A survey of genetics, including (1) Mendelian inheritance and variations in chromosomal segregation, (2) microbial genetics, (3) molecular genetics, with an emphasis on human disease, and (4) population and behavioral genetics. Three hours lecture, three hours laboratory. Prerequisite: Minimum grade of C in BIOL 152 and BIOL 311. Offered every spring.

**BIOL 313 Developmental Biology** 3

An introduction to classical and current understanding of embryogenesis and development,

with an emphasis on the genetic control mechanisms. Three hours lecture. Prerequisites: Minimum grade of C in BIOL 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.

**BIOL 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. Three hours lecture. Generally offered in spring upon adequate demand.

**BIOL 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 in sterile technique, molecular biology, and laboratory management. Meets six hours per week. Offered in the fall upon adequate demand.

**BIOL 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 policy and management choices. Three hours lecture, three hours laboratory. Prerequisites: Minimum grades of C in BIOL 151, 152, 309. Offered spring of even-numbered years.

**BIOL 340 Medical 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. Three hours lecture, three hours laboratory. Recommended elective for

Biology majors and other majors with interest in medicine and genetics. Prerequisite: Minimum grade of C in BIOL 151 and 152. Offered spring of even-numbered years.

**BIOL 344 Molecular Biology** 3

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. Three hours lecture. Prerequisites: Grade of C or better in BIOL 311 and 312 and CHEM 122/124 or permission of the instructor. BIOL 345 must be taken concurrently. Offered every spring.

**BIOL 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. BIOL 344 must be taken concurrently. Offered every spring.

**BIOL 350A Entomology** 4

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 BIOL 350B and 350C. Three hours lecture, three hours laboratory. Saturday trips may be required. Prerequisites: Minimum grade of C in BIOL 151 or consent of instructor. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms. Offered in spring of odd-numbered years.

**BIOL 350B Vertebrate Zoology** 4

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 BIOL 350A and 350C. Three hours lecture, three hours laboratory. Saturday trips may be required. Prerequisites: Minimum grade of C in BIOL 151 or consent of instructor. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms. Offered in fall of even-numbered years.

**BIOL 350C Vascular Plants** 3

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 BIOL 350A and 350B. Meets three hours per week. Saturday trips may be required. Prerequisites: Minimum grade of C in BIOL 151 or consent of instructor. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms. Offered in fall of odd-numbered years.

**BIOL 410 Environmental Theology and Ethics** 3

This course is designed for students who wish to develop a Christian understanding of environmental problems and issues in such a manner that this can be applied toward taking informed and appropriate action in their lives and vocations. Fulfills the culminating senior experience with BIOL 425 for Environmental Studies majors. Prerequisite: Minimum grade of C in any 200-level THEO course.

**BIOL 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. Three hour lecture. Prerequisite: Minimum grades of C in BIOL 309, 312 or permission of the instructor. Offered every spring. Fulfills culminating senior experience with BIOL 425 or BIOL 426.

**BIOL 420 Environmental Regulations and Policy** 3

The course will survey the history of environmental policy in the United States and give overviews of specific critical areas, such as wetlands, coastal zones, species protection, hazardous waste, and land management. Case studies will allow students to apply their knowledge of science, environmental ethics, and policy to examine modern environmental problems. Three hours lecture. Prerequisites: Minimum grades of C in BIOL 151, and BIOL 309W or consent of instructor. May apply to Political Science major. Offered spring of odd-numbered years.

**BIOL 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, the preparation of a research proposal, 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. Meets two hours per week. Fulfills culminating senior experience with BIOL 417 or BIOL 410. Offered in both fall and spring semesters.

**BIOL 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 BIOL 427. A second paper and seminar will be required. Students working with Eastern professors are required to complete six hours of research/meeting per week. Fulfills culminating senior experience with BIOL 417 or BIOL 410. Offered in both fall and spring semesters.

**BIOL 495 Internship**

2-12

Qualified students will be assisted in obtaining laboratory/research positions in industry or academia; positions in parks, zoos, aquariums; or other positions in the student's area of interest. Internships must be approved by the department. Students will complete 40 hours of internship for every credit hour. Journal of experience and term paper are required. Up to 5 credits can apply to biology elective requirement.

**GEOLOGY COURSE DESCRIPTIONS**

**GEOL 200 Geology**

3

This course is an introduction to geology and geological issues. Topics studied include rock types, soils, groundwater, and fossil fuel extraction. Environmental impacts of some of these topics will be included. Three hours lecture. No prerequisites. Offered fall of even-numbered years.

**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 online at [www.ausable.org](http://www.ausable.org) 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**

The mission of the Business Department is to prepare students to serve God in the global marketplace by integrating quality liberal arts education with professional business education. Business majors will learn how to learn, to ask questions and to search for answers.

The Business Department empowers students to become well-rounded people who are entrepreneurial in spirit, who appreciate knowledge, and who work within and change the world. Graduates will be able to use their influence to ensure that people, products, and profit are consistent with Christian ethics in the global marketplace. Our core value is commitment to excellence in Christian business education.

Business graduates can be found working in careers such as accounting, advertising managers, benefit analysts, business journalists, buyers, credit analysts, distribution managers, financial advisors, human resources managers, import/export agents, insurance agents/brokers, inventory managers, market research analysts, operations managers, brand managers, public relations consultants, sales managers, and small business owners.

**Accounting and Finance**

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

Accounting is often called the "language" of business. Accountants provide much of the data that is used in business decision making. The task of the accountant is to retrieve and report data gathered in many types of business and non-business organizations. Accounting involves much more than simply gathering financial data; it involves the analysis and communication of the data in a usable format for various types of economic decisions by management, government, consumers, creditors, and stockholders. 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.

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
BUSA 430	Investment Management	
ACCT 420	Advanced Accounting <i>or</i>	3
ECON 390	International Economics	
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	3

BUSA 202	Principles of Marketing <i>or</i>	3
BUSA 206	Principles of Management and Leadership	
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	3
COMM 120	Public Speaking	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
FINA 360	Business Finance	3
FINA 424	Strategic Finance	3
FINA 460	Business Analysis and Valuation	3
<i>Total Credit Hours:</i>		<u>60</u>

*Recommended course:*

ACCT 495 Internship

### THE MINOR IN ACCOUNTING

ACCT 107, 108, 361, 362, and six additional credits in accounting or three additional credits in accounting and FINA 424.

### THE MINOR IN FINANCE

ECON 205, ECON 305, FINA 360, FINA 460 and any two of the following classes: BUSA 430, ECON 321, ECON 390, FINA 424

### THE MAJOR FOR THE B.A. IN 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. In the B. A. in Economic Development major students will learn sound economic theory, grounded in Christian ethics.

Students are strongly advised to take a minor (or major) with the language department, anthropology, environmental science, missiology, political science or sociology. The program is designed to prepare students for international work focused on community and economic development within developing country contexts. Graduates will be prepared for careers in financial institutions, the private and public sectors, or to continue their studies at the graduate level.

ACCT 107, 108	Principles of Accounting I, II	6
ANTH 301	Christianity, Anthropology and Economic Systems	3
ANTH 320	Language and Culture	3
BUSA 221	Business Statistics	3

BUSA 480	Business Strategy and Policy	3
ECON 205	Essentials of Economics	3
ECON 220	Faith and Economic Justice	3
ECON 315W	Economic Reasoning Seminar	3
ECON 350	Economic Development in Third World Countries	3
ECON 480	Development Studies Seminar	3
ENTR 205	Essentials of Entrepreneurship	3
ENTR 305	Managing Entrepreneurial Enterprises	3
ENTR 320	Social Entrepreneurship	3
ENTR 360	Finance for Entrepreneurs	3
SOCI 409	Community Development in Developing Nations	3

*Choose ONE of the following to fulfill Knowledge of a Tradition Beyond the West:* 3

HIST 353	History of the Middle East	
HIST 354	History of Latin America	
INST 213	Heritage of India	
INST 218	Heritage of Islam	
SOCI 350	Poverty, Oppression and Development in Africa	

*Total Major Credit Hours:* 51

*Recommended:*

ECON 495 Internship (3-6 credits)  
Minor in biology, languages, missiology and anthropology, political science or sociology.

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

The B. A. in Entrepreneurial Studies major is focused on opportunity identification, enhancement, and realization to create value for all stakeholders in the context of Christian faith. Entrepreneurship has evolved to include companies and organizations of all types and stages. The skills the student will learn through the entrepreneurial studies major are vital for the success of any organization - large or small, public or private, corporate or not-for-profit, local or global. The major places strong emphasis on a broad skill-set for business, while also providing students with customized internship experiences in specific businesses including: new ventures, franchises, corporate ventures, socially responsible companies, and family-controlled enterprises.

ACCT 107, 108	Principles of Accounting I, II	6
BUSA 221	Business Statistics	3
BUSA 306	International Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3

BUSA 480	Strategy and Policy	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
ENTR 205	Essentials of Entrepreneurship	3
ENTR 305	Managing Entrepreneurial Enterprises	3
ENTR 315	Marketing in Entrepreneurial Organizations	3
ENTR 320	Social Entrepreneurship	3
ENTR 360	Finance for Entrepreneurs	3
ENTR 410	Entrepreneurial Negotiation and Sales	3
ENTR 415	Entrepreneurial Business Plan Development	3
ENTR 495	Entrepreneurial Internship	3
<i>Total Major Credit Hours:</i>		<i>51</i>

#### *Recommended Courses*

BUSA 270	Management Information Systems	3
COMM 120	Public Speaking	3

#### **THE MINOR IN ENTREPRENEURIAL STUDIES**

Eighteen hours to include ACCT 107, ENTR 205, 305, 315, 320 and 410.

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

The B. S. in Management major provides the student with a broad understanding of a variety of business practices, techniques and philosophies. The major stresses the mastery of key managerial concepts from the perspective of how they affect the behavior, performance and satisfaction of individuals and how individual performance and satisfaction contribute to organizational efficiency and effectiveness. Strong emphasis is placed on demonstrating competence in the use of management concepts and techniques for problem solving and decision making in the context of Christian faith.

ACCT 107, 108	Principles of Accounting I, II	6
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 221	Business Statistics	3
BUSA 270	Management Information Systems	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 480	Business Strategy and Policy	3
COM 120	Public Speaking	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
FINA360	Business Finance	3
<i>Total Credit Hours:</i>		<i>51</i>

#### **THE MINOR IN MANAGEMENT**

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

#### **THE MAJOR FOR THE B.A. IN MARKETING**

Are you innovative, creative and resourceful? Are you good at communicating? Careers in marketing use all these skills and more. The B.A. in Marketing is designed to provide students with a strong marketing foundation through courses that address the primary functional concerns of marketing in organizations both large and small, for profit and non-profit. The major stresses academic preparation in promotions, advertising, brand management, sales, sales management, marketing research, e-commerce and information technology aspects of marketing which are important in the marketplace. Strong emphasis is placed on demonstrating competence in the use of marketing concepts and techniques for problem solving and decision making in the context of Christian faith and service.

ACCT 107, 108	Principles of Accounting	6
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
BUSA 405	Integrated Marketing Communications	3
BUSA 480	Business Strategy and Policy	3
COMM 120	Public Speaking	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
FINA 360	Business Finance	3
<i>Total Credit Hours:</i>		<i>54</i>

#### **THE MINOR IN MARKETING**

Eighteen hours to include BUSA 202, 221, 302, 303, 305 and BUSA 403 or 405.

## ACCOUNTING COURSE DESCRIPTIONS

**ACCT 107 Accounting Principles I** 3  
Basic accounting principles and practices, including the preparation of basic financial statements, account uses, accruals and deferrals. Prerequisite: College-level Math class or SAT Math score of 500.

**ACCT 108 Accounting Principles II** 3  
Accounting concepts, terminology, and the preparation, use and analysis of financial data for internal and external users will be covered. This includes the accounting equation, accrual accounting, journal entries for business transactions, financial statements and the generally accepted accounting principles. International Financial Reporting Standards will be introduced. Prerequisite: Minimum grade of C in ACCT 107

**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 Intermediate Financial Accounting I** 3  
Principles, control and theory of accounting for assets, liabilities and equities. Course includes 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.

**ACCT 362 Intermediate Financial Accounting** 3  
Intermediate Accounting is an in depth treatment of the traditional financial accounting topics as well as the recent developments in accounting valuation and reporting practices promulgated by the leading professional accounting organizations and applied by practitioners in public accounting and industry. International Financial Reporting Standards will be introduced. Prerequisite: Minimum grade of C in ACCT 361

**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: Minimum grade of C in 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. Prerequisite: Senior standing.

**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. Prerequisite: Students should have a junior or senior standing.

## BUSINESS COURSE DESCRIPTIONS

**BUSA 202 Principles of Marketing** 3  
Basic principles and practices involved in the distribution of goods and services, market surveys, advertising and salesmanship.

**BUSA 206 Principles of Management and Leadership** 3  
Planning, organizing, directing, coordinating and controlling the activities of the administrative unit; evolution of management thinking.

**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. Credit earned only once for BUSA 221, MATH 220, PSYC 220, or SOCI 220.

**BUSA 270 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 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 assessments, 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: Minimum grade of C in BUSA 202 and 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. Prerequisite: Minimum grade of C in BUSA 202, 206 or ENTR 205.

**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: Minimum grade of C in BUSA 202, 206 or ENTR 205.

**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, ECON 205, and BUSA 221.

**BUSA 340 Human Resources Management** 3  
Policies and methods of obtaining and developing an efficient work force, including human resources planning, recruitment, selection, placement, devel-

opment, performance evaluation, compensation practices and safety, benefits administration. Prerequisite: Minimum grade of C in BUSA 206.

**BUSA 350 Business Law** 3

Review of the major legal issues governing business law. Covers federal, state, and local laws; regulatory systems; business organizations; contract, tort, and employment law issues; and the impact of legal structures on business practices. Prerequisite: Minimum grade of C in BUSA 202, 206 or ENTR 205.

**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: Minimum grade of C in BUSA 202, 302 and senior standing.

**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, and 305 and senior standing.

**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 206, FINA 360 and senior standing.

**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. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement. Prerequisites: Minimum grade of C in BUSA 206 or ENTR 205, FINA 360 or ENTR 360 and senior standing.

**BUSA 491, 492 Integrative Practices I, II** 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 (ENACTUS) 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. Prerequisite: The student must maintain a grade point average of at least 3.25 and be recommended by a faculty member.

**BUSA 495 Internship** 2-12

This course is supervised experience and training in an organization of the student's choosing with approval from both the sponsoring organization and the supervising faculty. The internship will be 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 information technology, flow of orders, and methods of marketing. The student must spend 40 hours on-the-job for every credit hour earned. Prerequisite: Students should have a junior or senior standing

**ECONOMICS COURSE DESCRIPTIONS**

**ECON 205 Essentials of Economics** 3

This course is designed to introduce students to the basic principles and tools of microeconomic and macroeconomic analysis, emphasizing the importance of economic literacy in being a responsible citizen and addressing key social issues. Students will become familiar with basic characteristics of market economies, the interaction of supply and demand, the role of government in regulating the economy, the concept of elasticity, marginal analysis in production, an overview of market cycles, unemployment, fiscal and monetary policy, the

national debt, inflation, fractional-reserve banking and the role of the Federal Reserve System.

**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 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 305W Economic Policy Seminar 3**

Building on the foundation of "Essentials of Economics," this seminar invites students to explore contemporary issues in economics policy through readings, roundtable discussions and seminar papers. The writing-intensive course begins with a review of economic analysis and then proceeds to selective forays into two contemporary issues in economic policy. Prerequisite: Minimum grade of C in ECON 205.

**ECON 315W Economic Reasoning Seminar 3**

A constructive response to the significant public policy issues of our time calls for both critical discernment and a working knowledge of economic theory. Christians who aspire to be social change agents must be prepared to engage policy makers and other relevant constituencies not only through the eyes of faith but also with a credible understanding of economic realities. The Economic Reasoning Seminar explores critical social and political issues within the conceptual and historical landscape of economic theory and practice. This writing intensive course concludes with a series of seminar discussions--organized around student papers with peer respondents--that highlight the importance of careful economic analysis for public policy reform and realizing the common good.

**ECON 321 Financial Institutions and Markets 3**

The theory and practice of commercial and central banking, with attention to the creation of money and other financial instruments, are studied. Problems encountered by both depository institutions and the economic system are analyzed. The course also explores the policies employed by commercial banks and central banks in dealing with these

problems. Prerequisite: Minimum grade of C in ECON 205.

**ECON 350 Economic Development of Third World Countries 3**

Course includes theories of development and underdevelopment; problems of initiating and sustaining growth; relations between developed and underdeveloped regions; economic reform and change in the developing world; the costs and benefits of globalization. Special attention will be given to ways in which religious institutions contribute to development.

**ECON 390 International Economics and Finance 3**

Survey of the theory of international trade, exchange rate movements and balance-of-payment adjustments. Course analyzes modern international economic problems including those created by the single European currency, International Monetary Fund, World Bank, and trade restrictions to force human rights. Prerequisite: Minimum grade of C in ECON 205.

**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, micro-finance 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. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement. Prerequisites: ANTH 301, ECON 350, SOCI 409.

**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. Prerequisite: Students should have junior or senior standing.

**ENTREPRENEURIAL STUDIES COURSE DESCRIPTIONS**

**ENTR 205 Essentials of Entrepreneurship 3**

The course challenges students to recognize, develop, and act upon their potential for creativity, innovation and entrepreneurship. By being

introduced to systematic ways to more effectively find creative solutions to problems, students learn to innovate in their daily lives, and act in an entrepreneurial fashion. Entrepreneurship is approached as a mode of discerning and performing as well as outlook and an activity. Special attention is given to sustainable enterprises that serve society and business.

**ENTR 305 Managing Entrepreneurial Enterprises** 3

This course is offered for students who, in the near term, aspire to the management and full or partial ownership of a new venture. We will explore how managers work successfully with inadequate financial resources and strike a balance between promoting the going concern and these limited resources. Students will examine the unique managerial challenges of family owned businesses and investigate the progression of the enterprise from the first generation entrepreneurial phase to succeeding generations. Prerequisite: Minimum grade of C in ENTR 205.

**ENTR 315 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 ENTR 205.

**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. Prerequisite: Minimum grade of C in ENTR 205.

**ENTR 360 Finance for Entrepreneurs** 3

This course describes how financial information is created and communicated, as well as how it is

used for assessment, investigation, and appraisal. We will examine the foundational concepts of finance in a more application oriented approach, including financial statements, ratio analysis, dissimilarity between income and cash flow, budgeting, valuation and acquisition of capital. You will be taught how financial data is used to make decisions and to appraise a firm’s performance and how to communicate the data to stakeholders and to evaluate whether that data ethically portrays the organization’s current situation. Prerequisites: ACCT 107, 108; BUSA 221; ENTR 205, and senior standing.

**ENTR 410 Entrepreneurial Negotiation and Sales** 3

This three-credit course will prepare students to use selling skills, tell powerful stories, manage the entrepreneurial sales process, and use the key tools required for success in selling their ideas to potential investors, channel partners, suppliers and potential customers. The biggest challenge to growing a successful entrepreneurial venture is selling and negotiating. Entrepreneurs must build a strong sales pipeline to ensure profitable growth as they tackle other pressing issues like staffing, infrastructure, and financing. Students will be given the opportunity to cultivate these skills experientially through simulations, role-playing, and case analysis. Prerequisite: Minimum grades of C in ENTR 205 and 315, and senior standing.

**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, decisions, 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: Minimum grade of C in ENTR 205, 360 and senior standing.

**ENTR 495 Internship** 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. Prerequisite: Senior standing and major in Entrepreneurial Studies.

### FINANCE COURSE DESCRIPTIONS

#### FINA 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.

#### FINA 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.

#### FINA 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: Minimum grade of C in FINA 360.

## 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:

**B.S. in Biochemistry** - modern studies at the interface of chemistry and biology.

**B.S. in Chemistry** - classic and innovative development of theory and laboratory skills.

**B.A. in Chemistry-Business** - practical training in business skills and technical knowledge.

Through rigorous studies of chemical principles, hands-on laboratory analysis and original research, we cultivate students for advancement in their fields by equipping 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

#### Chemistry:

<b>CHEM 121, 122</b>	General Chemistry I, II	3, 3
<b>CHEM 123,</b>	General Chemistry Lab I, II	1, 1
<b>124W</b>		
<b>CHEM 211, 212</b>	Organic Chemistry I, II	3, 3
<b>CHEM 213, 214</b>	Organic Chemistry Lab I, II	1, 1
<b>CHEM 312</b>	Thermodynamics and Kinetics	4
<b>CHEM 320, 322</b>	Biochemistry I and Lab	3, 1
<b>CHEM 321</b>	Biochemistry II	3
<b>CHEM 420</b>	Chemical Research <i>or</i>	
<b>CHEM 495</b>	Internship	5
<b>CHEM 425</b>	Project Presentation	1
<b>CHEM 450</b>	Chemistry Seminar	1

#### Biology:

<b>BIOL 152</b>	General Biology II	4
<b>BIOL 311</b>	Cell Biology	4
<b>BIOL 344, 345</b>	Molecular Biology and Lab	3, 1
<i>Subtotal Credit Hours:</i>		46

#### Choose ONE of the following:

<b>BIOL 310</b>	Animal Physiology	
<b>BIOL 312</b>	Genetics	
<b>CHEM 330</b>	Special Topics	
<b>CHEM 341</b>	Structural Basis of Human Disease	
<b>CHEM 360</b>	Advanced Organic Chemistry	
<b>CHEM 405</b>	Instrumental Analysis	
<i>Subtotal Credit Hours:</i>		3-4

#### Other Required Courses:

<b>PHYS 101, 102</b>	Physics I, II	4, 4
<b>MATH 160</b>	Calculus I	3
<i>Subtotal Credit Hours:</i>		11
<i>Total Credit Hours:</i>		60-61

#### Recommended for Graduate School preparation:

MATH 161, MATH 220 and PHIL 321.

#### Recommended schedule:

##### First Year:

CHEM 121, 122, 123, 124; BIOL 152; MATH 160

##### Sophomore Year:

CHEM 211, 212, 213, 214; PHYS 101, 102 or BIOL 311, 344

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

<b>CHEM 121, 122</b>	General Chemistry I, II	3, 3
<b>CHEM 123,</b>	General Chemistry Lab I, II	1, 1
<b>124W</b>		
<b>CHEM 211, 212</b>	Organic Chemistry I, II	3, 3

CHEM 213, 214	Organic Chemistry Lab I, II	1, 1
CHEM 231	Quantitative Analysis	4
CHEM 312	Thermodynamics and Kinetics	4
CHEM 405	Instrumental Analysis	4
CHEM 411	Introductory Quantum Chemistry	4
CHEM 420	Chemical Research <i>or</i>	
CHEM 495	Internship	5
CHEM 425	Project Presentation	1
CHEM 450	Chemistry Seminar	1

Choose TWO of the following:

CHEM 320, 322	Biochemistry I and Lab	3, 1
CHEM 321	Biochemistry II	3
CHEM 332	Environmental Chemistry	4
CHEM 330	Special Topics	3
CHEM 341	Structural Basis of Human Disease	3
CHEM 350	Advanced Inorganic Chemistry	3
CHEM 360	Advanced Organic Chemistry	3
CHEM 408	Industrial Chemistry	3
CHEM 420	Chemical Research (additional)	3
Subtotal Credit Hours:		45-47

Other Required Courses:

MATH 160, 161	Calculus I, II	3, 3
PHYS 101, 102	Introduction to Physics I, II	4, 4
Subtotal Credit Hours:		14
Total Credit Hours:		59-61

Recommended for Graduate School preparation:

BIOL 152, MATH 214, MATH 300 and PHIL 321.

Recommended for Pre-Med:

BIOL 152, BIOL 311, PHIL 210

Required for Secondary Certification

(may be used as electives above):

CHEM 115	Hands-On Chemistry for Children	3
CHEM 304	Chemistry Laboratory Management	1
CHEM 320, 322	Biochemistry I and Lab	3, 1

Recommended Schedule:

First Year:

CHEM 121, 122, 123, 124; MATH 160 and core requirements

Sophomore Year:

CHEM 211, 212, 213, 214; PHYS 101, 102; MATH 161

Junior Year:

CHEM 231, 312, or 411 and elective

## THE MAJOR FOR THE B.A. IN CHEMISTRY-BUSINESS

Chemistry:

CHEM 121, 122	General Chemistry I, II	3, 3
CHEM 123, 124W	General Chemistry Lab I, II	1, 1

CHEM 211, 212	Organic Chemistry I, II	3, 3
CHEM 213, 214	Organic Chemistry Lab I, II	1, 1
CHEM 231	Quantitative Analysis <i>or</i>	
CHEM 320, 322	Biochemistry I and Lab	3, 1
CHEM 405	Instrumental Analysis	4
CHEM 408	Industrial Chemistry	3
Subtotal credit hours		27

Business:

ACCT 107, 108	Principles of Accounting	3, 3
BUSA 202	Principles of Marketing	3
BUSA 206	Principles of Management and Leadership	3
BUSA 221	Business Statistics	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
ECON 205	Essentials of Economics	3
ECON 305W	Economic Policy Seminar	3
FINA 360	Business Finance	3
Subtotal credit hours		30
BUSA 495	Internship <i>or</i>	3
CHEM 495/425	Internship (3) and Project Presentation (1) <i>or</i>	4
CHEM 420/425	Chemical Research (3) and Project Presentation (1)	4
CHEM 450	Chemistry Seminar	1
Total credit hours		61-62

Recommended Schedule:

Chemistry sequence can be started in first or second year with CHEM 121/123. Business sequence begins with ACCT 107.

## THE MINORS IN CHEMISTRY:

Biochemistry Minor

CHEM 122/124W, 211/213, 212/214, 320/322, 321 for a total of 19 credits.

Chemistry Minor

CHEM 121/123, 122/124W, 211/213, 212/214, and choose one from 231, 312, 332, 250, 360, 405, 411, or 420 for a total of 18-19 credits.

Forensic Chemistry Minor

CHEM 105, 121/123, 122/124W, 211/213, BIOL 316 for 18 credits

## COURSE DESCRIPTIONS

### CHEM 105 Introduction to

### Forensic Chemistry

3

This course is intended for criminal justice, education and other students interested in forensic science, and is part of the forensic chemistry minor. Primary methods of chemical analysis are discussed, including refractive index and density determinations; UV/VIS, IR and mass spectroscopy of organic compounds; chromatographic techniques; inorganic methods of analysis; micros-

copy; immunoassay; blood typing; and DNA analysis. Emphasis will be on application of these techniques to forensic evidence, including glass, soil, drugs, arson, metals, textile fibers, hair, paint, blood and DNA analysis. Case studies will be used to illustrate the scientific foundation for the examination of physical, chemical, and biological evidence. Three hours of lecture per week. There are no prerequisites and this course does not count toward general education requirements. Offered every other fall."

**CHEM 111 Applied Chemistry:  
Air, Water and Energy** 3

This is a one-semester introductory chemistry course for the liberal arts student, allied health, environmental science 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, hydrocarbons, nuclear reactions, electrochemistry, solutions, and acids and bases. CHEM 113 recommended concurrently. Can be used as preparation for CHEM 121.

**CHEM 113 Applied Chemistry Lab** 1

Experiments illustrating principles and applications introduced in CHEM 111. CHEM 111 must be taken concurrently with CHEM 113. Two and one-half hours laboratory.

**CHEM 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 teaching approach is stressed. Students perform field work in under-served urban communities. Offered fall in alternate years.

**CHEM 118 Chemistry for Healthcare** 4

This is a one-semester course in foundational chemistry designed for nursing students or others interested in health-related professions. Major concepts of chemistry are investigated in the context of their medical relevance. Topics such as measurement, unit conversions, nuclear changes, periodic trends, bonding, reactions, energy, solutions, and acids/bases will help develop the language of chemistry and the nature of interactions between atoms. The course culminates in a study of carbon-based compounds, including hydrocarbons, isomers, functional groups, and

protein structure. Laboratory work includes a set of experiments and study modules to enhance and expand on class discussions. Three hours lecture, two and one-half hours laboratory per week. Prerequisite: Minimum grade of C in college-level math course or permission from instructor. Offered in spring. For nursing students only. Fulfills lab science requirement for math and science majors.

**CHEM 121 General Chemistry I** 3

Intensive introduction to the composition and properties 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 CHEM 111. Recommended Math SAT of 500 or above. Three hours lecture. CHEM 123 must be taken concurrently. For science majors. Offered in fall. Fulfills lab science requirement for math and science majors.

**CHEM 122 General Chemistry II** 3

This second-semester course builds on skills developed in CHEM 121. By inquiring about particle action and interaction, theoretical models are developed and chemical behavior is described within the context of gas laws, thermochemistry, kinetics, equilibrium, acid-base theory, complex ions, entropy and free energy, electrochemistry, and nuclear reactions. Prerequisite: Minimum grade of C in CHEM 121. Three hours lecture. CHEM 124 to be taken concurrently. For science majors. Offered in spring.

**CHEM 123 General Chemistry Laboratory I** 1

Experiments are performed to introduce or illustrate concepts studied in CHEM 121. Foundational laboratory skills are introduced and reinforced throughout the semester. Emphasis is given to careful measurement and recording of data in a laboratory notebook. Students also prepare for lab sessions by determining the purpose and questions each lab exercise addresses. Includes use of molecular modeling software, guided inquiry projects, and FT-IR analysis. CHEM 121 must be taken concurrently. Three hours laboratory. Fulfills lab science requirement for math and science majors.

**CHEM 124W General Chemistry  
Laboratory II** 1

Experiments are designed to integrate with and enhance the theory discussed in CHEM 122. Laboratory skills in pipetting, titration, dilution, measurement, and visible spectroscopy are further developed. Includes an introduction to calorimetry, pH, qualitative analysis, computer-interfaced

data collection, and the use of AAS. This course is designated as a writing intensive course for science majors and includes a scientific writing workshop with emphasis on analyzing results, drawing conclusions, and communicating observations through formal discussion writing. A peer review process is used throughout the semester to further refine writing skills. Minimum grade of C in CHEM 123 is prerequisite. CHEM 122 must be taken concurrently. Three hours laboratory.

### **CHEM 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 CHEM 122. CHEM 213 must be taken concurrently.

### **CHEM 212 Organic Chemistry II** 3

This course reinforces concepts from CHEM 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 CHEM 211. CHEM 214 must be taken concurrently.

### **CHEM 213 Organic Chemistry Laboratory I: Techniques** 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. CHEM 211 must be taken concurrently.

### **CHEM 214 Organic Chemistry Laboratory II: Reactions and Multi-Step Synthesis** 1

As a continuation of CHEM 213, this laboratory course equips the student with synthetic experience at an intermediate level while incorporating

topics from the lecture course (CHEM 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 CHEM 213. CHEM 212 must be taken concurrently.

### **CHEM 231 Quantitative Analysis** 4

A study of the theory and practice of commonly used classical analytical 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 an opportunity to apply theory to real-world chemical problems. Includes formal scientific writing. Three hours lecture, three hours laboratory. Prerequisites: Minimum grades of C in CHEM 122, 124W. Offered in fall.

### **CHEM 304 Chemistry Laboratory Management I**

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.

### **CHEM 312 Thermodynamics and Kinetics** 4

The laws of thermodynamics are described and then 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 collaborative work and extensive peer review of written reports. Prerequisites: Minimum grades of C in CHEM 122, PHYS 101, MATH 212. Three hours lecture, four hours laboratory. Offered in spring.

### **CHEM 320 Biochemistry I** 3

This course surveys the structure and basic biochemical properties of proteins, carbohydrates, and lipids within the context of living systems. Specific themes include the architecture and basic function of proteins, the catalytic strategies and regulation of enzymes, and a survey of the diverse structures and biochemical functions of carbohydrates and lipids. Three hours lecture. Prerequisite: Minimum grade of C in CHEM 212. BIOL

152 is recommended. CHEM 322 must be taken concurrently. Offered in fall.

**CHEM 321 Biochemistry II** 3  
Building upon the foundation laid in CHEM 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 CHEM 320. Offered in spring.

**CHEM 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 gel electrophoresis, western blotting, ELISA, characterization of enzyme function by spectrophotometric assay, and an introduction to protein bioinformatics and protein structure visualization software. Includes formal scientific writing. Three and one-half hours laboratory. CHEM 320 must be taken concurrently.

**CHEM 332 Environmental Chemistry** 4  
Au Sable Institute. (See Off-Campus Programs)

**CHEM 341 Structural Basis of Human Disease** 3  
This course introduces techniques used to analyze protein structures at the atomic level and describes various research strategies to investigate the underlying molecular causes of disease. The course will then survey a variety of clinically significant human diseases for which the underlying cause is at least partially understood from the perspective of protein structure. An overview of strategies used in the pharmaceutical industry to develop effective therapies based on protein structure will be discussed. Three hours lecture. Prerequisites: Minimum grade of C in CHEM 320, BIOL 311, and PHYS 102, or permission of the instructor. Offered spring in alternate years.

**CHEM 350 Advanced Inorganic Chemistry** 3  
This course examines the foundational concepts and theories of inorganic chemistry and their applications. Major topics include coordination chemistry, symmetry and group theory, solid-state structures and energetics, and descriptive chemistry of the representative elements. Periodic properties are discussed systematically and bioinorganic applications are introduced. Prerequisite: Minimum grade of C in CHEM 212 or permission of department.

**CHEM 360 Advanced Organic Chemistry** 3  
This course is designed to expand the understanding of the principles of organic chemistry with an emphasis on reaction mechanisms and related theories, building on the fundamental concepts developed in CHEM 211 and CHEM 212. In addition, the strategies for organic synthesis including asymmetric synthesis and the fundamentals of organometallic chemistry are introduced. When subjects are related, the advanced topics in structure determination are discussed. Prerequisite or corequisite: Minimum grade of C in CHEM 212. Offered in alternate years.

**CHEM 405 Instrumental Analysis** 4  
Lecture meetings include discussion of the theory, design and function of common analytical instrumentation in modern industrial and research laboratories. Lab work provides hands-on experience in sample preparation and operation of instruments, including UV/VIS, FT-IR, AAS, FT-NMR, DSC, GC-FID, GC-MS and HPLC. Computerized data acquisition and manipulation is through the use of interfaced data stations. Includes formal lab report writing. Three hours lecture, four hours laboratory. Prerequisites: Minimum grade of C in CHEM 212, 214. Offered in spring.

**CHEM 408 Industrial Chemistry** 3  
The content of this seminar-style course provides an overview of the chemical and business aspects of the chemical industry. Topics include the history of the chemical industry; sources of chemical feedstocks; the role of R & D and chemical engineering; patents and trade secrets; scale up and production; environmental and safety regulations; economic factors; marketing and sales; global trends. Both bulk and specialty chemicals will be considered. Current events and case studies will be emphasized and a plant tour may also be part of the course. Three hours lecture. Prerequisites: Minimum grade of C in CHEM 212/214. Open to science majors, and completes a minor in chemistry. Offered in alternate years.

**CHEM 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 CHEM 122; PHYS 102; MATH 213. Three hours lecture; three hours laboratory. Offered every other fall.

**CHEM 420 Chemical Research** 1-15

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. CHEM 425 is designed to follow CHEM 420.

**CHEM 425 Project Presentation** 1

Results of an original research or internship project completed in CHEM 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: CHEM 420 or 495.

**CHEM 450 Chemistry Seminar** 1

This one-credit seminar course is designed to contribute to the culminating student experience for majors in the Department of Chemistry by addressing issues and advancing dialogue at the interface of science and the Christian faith. Students will study the nature of science in terms of its epistemology and certain facets of its historical roots to make comparisons to a Christian worldview. By applying these ideas, issues in origins, bioethics, and environmental stewardship will be critiqued. Prerequisite: Junior or senior status with 19 credits of Chemistry courses completed or permission from the department.

**CHEM 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 CHEM 425 following the completion of CHEM 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**

The mission of the Communication Studies Department is to encourage and equip students to become competent, creative, and ethical communicators who integrate Eastern University's commitment to faith, reason, and justice into each communication act. We explore critically the strategies, practices, theories, and technologies that constitute the multiple ways that meaning is co-created. Each Communication Studies student completes a core of thirty (30) hours that focuses on the history, theory, and scholarship of the communication discipline. In addition, each student selects one of three concentrations: Interpersonal/Organizational Communication, Media, or Rhetoric.

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

*Core Major Courses (required of all concentrations)*

COMM 104	Introduction to Communication: Relational Communication	3
COMM 105	Introduction to Communication: Mass Media	3
COMM 120	Public Speaking	3
COMM 222	Analysis of Argument and Discourse	3
COMM 240	Persuasion	3
COMM 260	Intercultural Communication	3
COMM 280	Introduction to Communication Theory	3
COMM 285	Introduction to Research Methods	3
COMM 390W	Seminar I: Advanced Research Methods	3
COMM 490	Seminar II: Thesis	3
	<i>Subtotal Credit Hours:</i>	<u>30</u>

**INTERPERSONAL/ORGANIZATIONAL COMMUNICATION CONCENTRATION**

COMM 201	Interpersonal Communication	3
COMM 203	Group Communication and Leadership	3
COMM 303	Organizational Communication	3
COMM 304	Family Communication	3
COMM 340	Conflict Management	3
Choose three (3)	Communication Studies electives one of which must be COMM 425, COMM 435, or COMM 440	9
	<i>Subtotal Credit Hours:</i>	<u>24</u>
	<i>Total Credit Hours:</i>	<u>54</u>

**MEDIA CONCENTRATION**

COMM 108	Mass Media as Profession	3
COMM 215	Writing for Media	3
COMM 220	Art of Film	3

COMM 315	Communication and Technology	3
COMM 322	Mass Media and Cultural Studies	3
COMM 495	Internship	3
Plus two (2)	Communication Studies electives	6
	<i>Subtotal Credit Hours:</i>	<u>24</u>
	<i>Total Credit Hours:</i>	<u>54</u>

### RHETORIC CONCENTRATION

COMM 290	Rhetorical Theory- Classical to Middle Ages	3
COMM 295	Rhetorical Theory- Renaissance to the Present	3
COMM 300	Rhetorical Criticism	3
COMM 370	Political Communication	3
COMM 402	Advanced Rhetorical Criticism	3
Plus three (3)	Communication Studies electives	9
	<i>Subtotal Credit Hours:</i>	<u>24</u>
	<i>Total Credit Hours:</i>	<u>54</u>

### THE MINOR IN COMMUNICATION STUDIES

Eighteen hours in Communication Studies including COMM 104, 105, 280 with up to 6 hours in advanced English writing or literature courses being acceptable.

### COMMUNICATION STUDIES COURSE DESCRIPTIONS

**COMM 104 Introduction to Communication: Relational 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, and organizations.

**COMM 105 Introduction to Communication: Mass Media** 3  
Introduces students to the study of contemporary forms of mass mediated communication. The course surveys the main topics in the field of media studies and introduces students to a variety of analytical perspectives. Issues include the economic, political, and social contexts of media production; the roles that media products and industries play in the lives of individuals and societies; and the global significance of new media technologies.

**COMM 108 Media as Profession** 3  
This course introduces students to the structure, functions, routines, conventions, and challenges that form the complex professional landscape of the mass media industries.

**COMM 120 Public Speaking** 3  
This course introduces students to the theory and practice of public speaking. Students are encour-

aged to think critically about situation and audience analysis, methods of speech organization, the uses of different types of supporting material, and the effective use of visual aids. Students will learn how to write and deliver effective informative, persuasive, and ceremonial speeches.

**COMM 201 Interpersonal Communication** 3  
This course presents the theories, skills, and competencies required to establish and support healthy, ongoing interpersonal relationships. Prerequisite: COMM 104

**COMM 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: COMM 104, COMM 201 recommended or permission of instructor.

**COMM 215 Writing for Media** 3  
This course is an introduction to writing for radio and television, in which students will practice writing radio news, television news, and public service announcements, as well as developing documentary and fiction television programs. We will concentrate on appropriate writing style, basic writing formats, and writing terminology for broadcast media, as well as on creative development of broadcast programming, both fictional and nonfictional. Prerequisites: COMM 105, COMM 108.

**COMM 220 The Art of Film** 3  
An academic film appreciation course intended to enhance students' understanding, appreciation, and enjoyment of movies. It aims to familiarize students with the history of an art form, as well as with the complex combination of techniques and technologies that make the art form powerful. As a secondary critical approach, students will consider the economic and sociological aspects of film, including what it means to say that a movie is a "cultural artifact" and what position film occupies in contemporary popular culture. Prerequisite: COMM 105 is recommended.

**COMM 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. Prerequisite: COMM 215 or permission of instructor.

**COMM 222 Analysis of Argument/Discourse 3**

The study of argumentation as applied to public and mediated discourse. Topics include patterns of reasoning, identification and analysis of fallacies, types of supporting evidence, presentation and refutation of cases. Specific topics for analysis will be taken from contemporary discussions of political, social, and economic issues.

**COMM 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 critically analyzing persuasive communication.

**COMM 260 Intercultural Communication 3**

This course explores theories of communication and culture and examines how culture is evident in language, behaviors, and worldviews. Students learn to examine and describe their own cultural heritage and develop the communication skills required for effective communication within multicultural contexts. Prerequisite: COMM 104.

**COMM 280 Introduction to Communication Theory 3**

An introductory 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: COMM 104, COMM 105.

**COMM 285 Introduction to 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. Prerequisite: COMM 104; COMM 280 is strongly recommended.

**COMM 290 Rhetorical Theory – Classical to Middle Ages 3**

This course covers the origins and evolution of rhetorical theory in western civilization through a critical examination of the surviving texts of historical figures from Gorgias to Robert of Basevorn.

Prerequisite: COMM 104, COMM 105 or permission of instructor.

**COMM 295 Rhetorical Theory – Renaissance to the Present 3**

This course covers the evolution of rhetorical theory in western civilization through a critical examination of the surviving texts of historical figures from Erasmus and Peter Ramus to 20th century theorists like Kenneth Burke, Richard Weaver, and Michel Foucault. Prerequisite: COMM 290.

**COMM 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. Prerequisite: Junior standing or permission of instructor.

**COMM 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: COMM 201 or permission of instructor.

**COMM 304 Family Communication 3**

This course is designed to explore communication phenomena within the family setting. The goal is to help students understand how, through communication, we develop, maintain, enhance or disturb, family relationships. Prerequisite: COMM 201 or permission of instructor.

**COMM 305 Mass Media in the Lives of Young People 3**

For 100 years, adults have expressed anxiety about the effects of the electronic mass media on children. This course examines both the media effects literature and various theoretical alternatives, as well as numerous scholarly case studies, in order to construct a nuanced understanding of the complex relationship between media and youth. Prerequisite: COMM 105.

**COMM 315 Communication and Technology 3**

An inquiry into the great revolutions in human communication-literacy, typology, and the electronic media. This course examines the complex relationships between a culture and its dominant modes of mass-mediated communication. Prerequisite: COMM 105, COMM 280.

**COMM 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: COMM 221.

**COMM 322 Mass Media and Cultural Studies 3**

The mass media provide materials out of which we forge our identities, including gender and ethnic identities. This course examines media and identity using a multiperspectival approach, analyzing the production and political economy of culture, media texts, the audience reception of those texts, and their potential effects. Prerequisite: COMM 105.

**COMM 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. Prerequisite: COMM 215.

**COMM 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.

**COMM 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: Junior standing or permission of instructor.

**COMM 390W Seminar I: Advanced Research Methods 3**

The purpose of the culminating senior experience in Communication Studies is to provide students an opportunity to think critically about the discipline. In Seminar I, we will focus on: developing a topic area and research questions; reviewing relevant literature; and proposing data collection procedures. Writing intensive course. Prerequisite: COMM 280, COMM 285.

**COMM 402 Advanced Rhetorical Criticism 3**

This course is the culminating experience in the Rhetoric Concentration. The course will focus on the application of rhetorical theory and critical thinking skills in the service of writing a major essay of rhetorical criticism. Prerequisite: COMM 300.

**COMM 425 Training and Development 3**

A seminar course in improving organizational communication through training and human resource development. Students will read widely in the scholarship of training and human resource development and will create and deliver an original training session. Prerequisite: COMM 303 or permission of instructor.

**COMM 435 Health Communication 3**

This course connects students to the health communication field's fundamental principles. These include an overview of health communication practices, its societal impact, and the tools one can use to reach a diverse audience. Prerequisite: Junior or senior status and at least one of the following: COMM 201, 240, 260.

**COMM 490 Seminar II: Thesis 3**

In this capstone course, students will analyze primary data collected as a result of the work done in COMM 390W, draw conclusions, and provide a discussion related to research questions. Each student will present her/his research in a formal, public colloquium. Prerequisite: COMM 390. Fulfills culminating senior experience.

**COMM 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. May be taken more than once, provided that the total hours do not exceed twelve. Does not count toward the minor in communication. Prerequisites: COMM 104, COMM 105, COMM 120, COMM 280, COMM 285 and junior standing with minimum major G.P.A. of 3.0.

## DANCE

### THE MAJOR FOR THE B.A. IN DANCE

Audition required.

#### Dance Technique Courses:

DANC 122	Global Dance Forms	2
DANC 232	Intermediate Jazz Dance: Theory and Technique	2
DANC 234	Intermediate Ballet Dance: Theory and Technique	2
DANC 331	Advanced Modern Dance: Theory and Technique	2
DANC 332	Advanced Jazz Dance: Theory and Technique	2
DANC 334	Advanced Ballet Dance: Theory and Technique	2
<i>Subtotal Credit Hours:</i>		<u>14</u>

#### Dance History Courses:

DANC 250	Classical Ballet History	3
DANC 260W	Modern Dance History	3
DANC 375	World Dance	3
DANC 233W	Liturgical Dance History and Practice	3
<i>Subtotal Credit Hours:</i>		<u>12</u>

#### Creative Process/Performance Courses:

DANC 340	Dance Repertory	2
DANC 385	Dance Improvisation	3
DANC 386	Dance Composition	3
DANC 435	Choreographic Project	3
<i>Subtotal Credit Hours:</i>		<u>11</u>

#### Dance Education Courses:

DANC 103	Movement and Rhythms for Children <i>or</i>	2
FAPA 300W	Arts Integration in the Classroom	3
DANC 345	Methods and Techniques of Dance Instruction	3
<i>Subtotal Credit Hours:</i>		<u>5-6</u>

#### Independent Work:

DANC 410	Senior Seminar	3
DANC 440	Senior Project/Performance	0
<i>Subtotal Credit Hours:</i>		<u>3</u>

#### Additional Courses Required:

DANC 100	Introduction to Dance Studies	3
DANC 210	Dance Anatomy and Kinesiology	3
DANC 999	Administration and Repertory*	0
<i>Subtotal Credit Hours:</i>		<u>6</u>
<i>Total Credit Hours</i>		<u>53-54</u>

(\*to be taken every semester)

#### Recommended Courses:

DANC 355	Methods of Teaching Beginner and Intermediate Pointe	3
DANC 395	Field Experience	1-3
DANC 495	Internship	2-12

### THE MINOR IN DANCE

*Dance Technique Courses: Audition/Leveling Class required.*

DANC 122	Global Dance Forms	2
DANC 231	Intermediate Modern Dance: Theory and Technique <i>or</i>	
DANC 331	Advanced Modern Dance: Theory and Technique	2
DANC 232	Intermediate Jazz Dance: Theory and Technique <i>or</i>	
DANC 332	Advanced Jazz Dance: Theory and Technique	2
DANC 234	Intermediate Ballet Dance: Theory and Technique <i>or</i>	
DANC 334	Advanced Ballet Dance: Theory and Technique	2

#### Dance Theory Courses:

DANC 260W	Modern Dance History <i>or</i>	
DANC 375	World Dance	3
DANC 233W	Liturgical Dance History and Practice	3
DANC 386	Dance Composition	3

#### Dance Education Courses:

DANC 103	Movement and Rhythms for Children <i>or</i>	
FAPA 300W	Arts Integration in the Classroom	2-3
DANC 345	Methods and Techniques of Dance Instruction	3

#### Dance Performance Course:

DANC 340	Dance Repertory	2
<i>Total Credit Hours:</i>		<u>26-27</u>

*Note: DANC 100 is required as the Life Fitness core course.*

### DANCE COURSE DESCRIPTIONS

**DANC 100 Introduction to Dance Studies** 3  
The course is designed to introduce dance majors/minors and those interested in the art form to the study of dance within the university setting. The course explores the dance elements of body, space, time, and force/energy as they connect to technical proficiency, improvisation, creativity, and expression. Attention is given to cardio-respiratory fitness, muscular strength, muscular endurance, flexibility, and nutrition. The course will address practical concerns related to a career in dance.

**DANC 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.

**DANC 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.

**DANC 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.

**DANC 132 Jazz Dance Level I** 2

This course is a beginning level jazz class open to all students in the university. It is a studio-based course that allows students to study the fundamentals of jazz technique as an art form as well as a mode of fitness. Students develop strength, flexibility, and stamina through class warm-ups and moving combinations. In addition, students gain a general knowledge of basic jazz dance terminology, history, and choreographic principles as they apply to the concept of wellness and faith. Students will create a final class performance. The course will serve as a prerequisite for Intermediate Jazz as applicable.

**DANC 210 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 per-

former, choreographer or educator. This course will include both lecture and laboratory sessions. Prerequisite: Minimum grade of C in BIOL 104.

**DANC 231 Intermediate Modern Dance: Theory and Technique** 2

This course is designed to provide students with modern dance theory and technique beyond the introductory level. The course will address the development of proficiency in the following areas: body alignment, centering, kinesthetic awareness, qualitative nuance, use of breath, focus, dynamics and projection. Studio work will address increasing creativity and aesthetic understanding in dance technique.

**DANC 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.

**DANC 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.

**DANC 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.

**DANC 233W 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. Writing intensive course.

**DANC 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.

**DANC 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.

**DANC 250 Ballet History in Western Culture 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.

**DANC 260W 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. Writing intensive course.

**DANC 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: DANC 231 or demonstrated proficiency.

**DANC 331X 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.

**DANC 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: DANC 232 or demonstrated proficiency.

**DANC 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.

**DANC 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 also will address basic anatomical principles and creative experiences. Prerequisite: DANC 234 or demonstrated proficiency.

**DANC 334X Advanced Ballet Practice 1**

The course extends a student's technical proficiency in ballet dance by increasing practice in technique, choreography and performance. Students who have completed Advanced Ballet Dance may take the Practice course to enhance learning in technique within the appropriate historical and cultural contexts.

**DANC 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.

**DANC 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.

**DANC 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: DANC 234 or demonstrated proficiency.

**DANC 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.

**DANC 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.

**DANC 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.

**DANC 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: DANC 231, or 331.

**DANC 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. Prerequisite: Permission of department chair. Graded Pass/Fail.

**DANC 410 Senior Seminar** 3

This is a culminating senior experience through which senior dance majors will design senior projects with consistent feedback from the professor and their peers. The course also will address critical response procedures, resumés, portfolios, careers in dance, and Senior Showcase concert planning.

**DANC 435 Choreographic Projects** 3

The course is designed to provide a theoretical basis for the choreographic process as well as to provide practical experience in the content learned. The course will provide the student with the appropriate tools through which to create a full-length dance work. The Choreographic Project serves as a developmental bridge from the exploration of the choreographic process to the Senior Project/Performance. Prerequisite: DANC 386.

**DANC 440 Senior Project/Performance** 0

Students who have completed Senior Seminar (DANC 410) will complete a dance project or a dance performance piece as part of their graduation requirements in the Dance Major program. Students will develop their work with the assistance of both faculty advisors and peers. The course will have no credit valued attached, but will be graded and required for the successful completion of the Dance Major.

**DANC 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.

**DANC 999 Dance Administration and Repertory** 0

This required non-credit course reserves Fridays from 3:00-3:50 p.m. for professional concerns such as choreographic showings, master classes, and departmental meetings/activities. Each semester, all students majoring in dance are required to register.

## ECONOMIC DEVELOPMENT

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See Business Programs

## EDUCATION

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### 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 PROGRAMS

The Loeb School of Education offers certification in Early Childhood Education (Pre-K to 4th Grade); Middle Level (4th to 8th Grade) in English/reading, English/reading and mathematics, English/reading and science, mathematics, science, mathematics and science, social studies, social studies and mathematics, social studies and science; Special Education (Pre-K to 8th Grade) and Special Education (7th to 12th Grade). Students may also acquire Secondary Education certification in biology, chemistry, citizenship, English, mathematics, and social studies. Foreign Language Certification (K-12) is available in Spanish. ESL (K-12) certification can be added to Early Childhood, Middle Level English, Secondary Education English or Language Certification.

The student who seeks 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 and required certification tests.

The following additional certifications are offered at the graduate level: Principal, School Nurse (K-12), Reading Specialist (K-12), Single Area Supervisor (K-12), Supervisor of Special Education (K-12), and Superintendent.

## FORMAL APPLICATION TO THE EDUCATION DEPARTMENT

New guidelines from the Pennsylvania Department of Education indicate that students who wish to declare Education as their major after August 1, 2015 must first pass the Basic Skills Assessment (or meet the criteria for waiving it) prior to the completion of 60 credits. Students who have not passed the Basic Skills Assessment or waived it by 60 credits will not be permitted to declare Education or take additional Education courses and will need to consider another major.

Those students who wish to be certified in Secondary Education must also first pass the Basic Skills Assessment (or meet the criteria for waiving it) prior to the completion of 60 credits. Students who have not passed the Basic Skills Assessment or waived it by 60 credits will not be permitted to add Secondary Education certification or take additional Education courses.

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, History, Math, and Political Science). Admission to the department does not guarantee acceptance in the certification track.

## FORMAL APPLICATION TO THE CERTIFICATION TRACK

Students who wish to be certified as undergraduates must formally apply for student teaching. To be admitted to the certification track, students must show evidence of:

- Successful completion of 2 English courses (1 writing and 1 literature) with minimum grades of C or better
- All EDUC courses must be passed with grades of C or better
- Successful completion of 2 math courses
- Passing scores on the Basic Skills Requirement. Students can consult with the Education Department for specific information on the Basic Skills Requirement.
- Required cumulative GPA: 3.0 or above

Students must submit to the department a certification track application (available at the department) no later than a full semester prior to their intended student teaching semester.

Acceptance for student teaching is not automatic upon admission to the certification track. An application process must be completed, as specified in the *Education Department Handbook*,

two semesters 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 or PECT tests in their major subject, and successfully complete student teaching before they are certified in Pennsylvania.

### STUDENT TEACHING AT THE GRADUATE LEVEL

Students who complete their core and major requirements and earn a minimum of 121 credits with a 3.0 grade-point average may be awarded the bachelor's degree and student teach at the graduate level. Student teaching as a graduate student offers the following benefits:

- Early Childhood Education students are not required to take a second course in mathematics, English literature, or American history at the under-graduate level to be certified.
- Student Teaching and Practicum at the graduate level carries nine credits, lowering the total cost to the student for tuition.
- Nine credits earned during student teaching at the graduate level will apply to the Master of Education degrees in Multicultural Education, Reading or Special Education.
- Candidates for the Master of Education who complete student teaching at the graduate level are not required to write a master's thesis.

### MANDATORY CLEARANCES FOR OBSERVATIONS

Students enrolled in a class requiring observation 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 the Eastern University Student Teaching Web page to find forms and student teaching 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 specific requirements of the certificate for which the student wishes to apply.

Students who wish only certification must take a minimum of six (6) credits at Eastern University before student teaching.

### THE MAJOR FOR THE B.S. IN EARLY CHILDHOOD EDUCATION

Those desiring to teach Pre-K - 4th Grade should select this major. Certification courses for special education or ESL can be combined with the major in Early Childhood. All required courses are listed below. Students may take Student Teaching and Practicum as part of the undergraduate B.S. in Early Childhood or complete the requirement at the graduate level if they have completed the core, the Early Childhood Education major, and earned a total of 121 credits. If students opt to take Student Teaching and Practicum at the graduate level, they must formally apply to the graduate program. See also Five-Year B.S./M.Ed. listing.

#### Required Courses:

EDUC 200	Foundations of Education	3
EDUC 201	Introduction to Special Education	3
EDUC 205	The Developing Child Pre-K through 4th Grade	3
EDUC 211	Educational Psychology	3
EDUC 301	Evaluation & Assessment of Students in the Inclusive Classroom	3
EDUC 306	Science and Health for Children	3
EDUC 308	Teaching Social Studies	3
EDUC 310	Mathematics for the Teacher	3
EDUC 328	Early Childhood: Principles and Practices	3
EDUC 329	Early Childhood: Curriculum and Assessment	3
EDUC 380	Communication Arts	3
EDUC 382	Methods of Classroom Management	3
EDUC 384	Inclusive Education	3
EDUC 400	Early Literacy Foundations	3
EDUC 401	Literacy Foundations for Intermediate Grades	3
EDUC 412	Teaching English as a Second Language	3
EDUC 417	Multicultural Education	3
EDUC 418	Family and Community Collaborative Partnerships	3
	<i>Total Credit Hours:</i>	<u>54</u>

#### CERTIFICATION TRACK

For certification at the undergraduate level, the following additional courses are required:

2 courses in mathematics (recommended MATH 107 and 140 to prepare for Basic Skills)	6
1 course in English literature	3
HIST 201 or 202 American History	3
EDUC 410 Student Teaching	12
EDUC 420 Practicum	3

*Optional:*

**EDUC 610** Student Teaching and  
**EDUC 620** Practicum

may be taken at the graduate level following conferral of the bachelor's degree if all other requirements are met.

Students who desire to combine the certification in Early Childhood Education with ESL or Special Education (PreK-8) must complete the additional courses listed in the ESL or Special Education concentration and split student teaching hours between each certification area. Students who complete ESL and/or Special Education (PreK-8) requirement tests in these subjects will receive certification in Early Childhood and Special Education (PreK-8) or Early Childhood and ESL.

**AUGMENTED CORE FOR EARLY CHILDHOOD MAJORS**

The core for the Bachelor of Science degree is listed in the front of the catalog. Early Childhood Education majors need to complete an augmented core in the following areas:

*Skilled in the Written Word*

**ENGL 102** College Writing 3

*Aesthetically Literate*

**FAPA 300W** Arts Integration in the Classroom 3

*Knowledgeable About the Natural Sciences*

**Any Lab Science** (BIO 105 and BIO 105L recommended)

**PHYS 205** Physical Science for Teachers *or* 4

**CHEM 111/113** Applied Chemistry *or* 3

**CHEM 115** Hands on Chemistry for Children

*Knowledgeable about Social Sciences*

**GEOG 201** World Geography *or*

**ANTH 201** Anthropology 3

**POLI 103** American Government *or*

**POLI 104** State and Local Government 3

**ELEMENTARY (PRE-K TO 8) AND SECONDARY (7-12) SPECIAL EDUCATION CERTIFICATION**

The Elementary Special Education certification requires all of the courses listed for either Pre-K through 4th Grade or 4th through 8th Grade certifications plus the following Special Education courses. The Secondary certification requires certification in a secondary area plus the following Special Education courses:

**EDUC 201** Introduction to Special Education 3

**EDUC 205** The Developing Child  
Pre-K through 4th Grade *or*

**EDUC 209** Pre-Adolescent / Adolescent  
Development (Secondary) 3

**EDUC 301** Evaluation and Assessment of  
Students in Inclusive Settings 3

**EDUC 302\*** Evaluation and Assessment of  
Exceptional Children 3

**EDUC 384** Inclusive Education 3

**EDUC 385\*** Emotional and Behavioral  
Disorders 3

**EDUC 386\*** Autistic Spectrum Disorders 3

**EDUC 387\*** Early Intervention with PDD  
and Other Exceptionalities  
(Elementary) *or*

**EDUC 388\*** Transition and Working with  
Families and Community Agencies  
(Secondary) 3

**EDUC 402\*** Reading and Learning Differences 3

**EDUC 405\*** Teaching Techniques for Low  
Incidence Learners 3

\* In addition to the Early Childhood Education or Middle Level Education major requirements

**THE MAJOR FOR THE B.S. IN MIDDLE LEVEL EDUCATION**

**EDUC 200** Foundations of Education 3

**EDUC 201** Issues in Special Education 3

**EDUC 209** Early Adolescent and  
Adolescent Development 3

**EDUC 211** Educational Psychology 3

**EDUC 301** Evaluation and Assessment of  
Students in Inclusive Classrooms 3

**EDUC 306\*** Science and Health for Children *or*

**EDUC 310\*** Mathematics for the Teacher  
of Children 3

**EDUC 308\*** Teaching Social Studies and Art *or*

**EDUC 380\*** Communication Arts for Children 3

**EDUC 382** Methods of Classroom Management 3

**EDUC 384** Inclusive Education 3

**EDUC 412** Teaching English as a  
Second Language 3

**EDUC 418** Community and Family Collaborative  
Partnerships 3

**FAPA 300W** Arts Integration in the Classroom 3

*Total Credit Hours:* 36

\* Middle Level Option Two Mathematics and Science Concentration requires EDUC 306 *and* EDUC 310, not EDUC 308 or EDUC 380.

**Certification in Middle Grades 4-8**

Students may take Student Teaching and Practicum as part of the undergraduate B.S. in Middle Level Education or complete the requirements at the graduate level after acceptance to the graduate program.

Certification will require students to finish a concentration and focus areas outside the Middle Level Education major. Contact the Education Department for specific course requirements in each option.

**Option One: Concentration in One Content Area**  
This option requires one concentration (English/Reading *or* Math *or* Science *or* Social Studies) and three generalist (focus) academic content areas.

**Option Two: Concentration in Two Content Areas**  
This option requires concentration in two content areas *and* two generalist (focus) academic content areas: English/Reading and Mathematics, English/Reading and Science, Science and Mathematics, Social Studies and Mathematics, Social Studies and Science.

### CERTIFICATION TRACK

Students who are formally admitted to the certification track are required to complete the following courses:

EDUC 410	Student Teaching	12
EDUC 420	Practicum	3
	<i>Subtotal Credit Hours:</i>	<u>15</u>

### TEACHING ENGLISH AS A SECOND LANGUAGE CERTIFICATION

May be added to Early Childhood, Middle Level, Secondary English or Language certifications. Elementary or Secondary Requirements plus:

EDUC 250	Field Experience: ESL	3
LANG 310	Linguistics	3
EDUC 412	Teaching English as a Second Language	3
EDUC 413	Theories of Second Language Acquisition	3
EDUC 417	Multicultural Education	3
	<i>Subtotal Credit Hours:</i>	<u>15</u>

### SECONDARY EDUCATION CERTIFICATION (7-12TH GRADE)

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 semesters of language, while the B.S. does not require language study. Areas of certification include: Biology, Chemistry, English-Communications, English, French, Mathematics, Citizenship Education, and Social Studies.

*Required Education Courses:*

EDUC 200	Social and Philosophical Foundations of Modern Education	3
EDUC 201	Introduction to Special Education	3

EDUC 209	Early Adolescent and Adolescent Development	3
EDUC 211	Educational Psychology	3
EDUC 301	Evaluation and Assessment of Students in Inclusive Settings	3
EDUC 382	Methods of Classroom Management	3
EDUC 384	Inclusive Education	3
EDUC 403	Reading Strategies for Middle and Secondary Content Areas	3
EDUC 409	Seminar for Secondary Education <i>or</i>	
LANG 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
EDUC 410	Student Teaching ( <i>in the certification area</i> )	12
EDUC 412	Teaching English as a Second Language	3
EDUC 420	Practicum	3
EDUC 422	Language Testing and Material Development	3
	<i>Total Credit Hours:</i>	<u>45</u>

*Recommended Electives:*

EDUC 417	First Aid and CPR certificates Multicultural Education ( <i>required for the five-year B.A. or B.S./ M.Ed. program</i> )	
ENGL 250, 251	Writing Assistant Training Seminar, Internship	

### 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:

MATH	Elective course at the college-level	3
Chemistry Electives		
CHEM 115	Hands-On Chemistry for Children	3
CHEM 304	Chemistry Laboratory Management	1
CHEM 320, 322	Biochemistry I and Lab	3, 1
	<i>Total Credit Hours:</i>	<u>11</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 205	Essentials of Economics	3
HIST 201 or 202	History of the United States ( <i>history major</i> )	3
POLI 103	American Government <i>or</i>	
POLI 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

COMM 220	The Art of Media <i>or</i>	
COMM 322	Images in Media	3
ENGL 203 <i>or</i> 204	European Literature	3
ENGL 205, 206	British Literature	3, 3
ENGL 207	Studies in Drama	3
ENGL 250	Writing Assistant Training Seminar	3
ENGL 301, 302	American Literature 1 additional advanced writing course	3, 3 3
LANG 310	Introduction to Linguistics	3
THEA 150	Performance Production I	1
THEA 250	Performance Production II	2
<i>Total Credit Hours:</i>		<u>33</u>

#### Recommended:

EDUC 370	Literature for Children and Adolescents	
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#### English (Literature) Major

COMM 220	The Art of Media <i>or</i>	
COMM 322	Images in Media	3
EDUC 370	Literature for Children and Adolescents	3
LANG 310	Introduction to Linguistics <i>or</i>	3
ENGL 310	Literary Criticism	3
<i>Total Credit Hours:</i>		<u>9</u>

#### Recommended:

ENGL 250	Writing Assistant Training Seminar	
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#### English Writing Major

COMM 220	The Art of Media <i>or</i>	
COMM 322	Images in Media	3
EDUC 370	Literature for Children and Adolescents	3
ENGL 205, 206	British Literature	3, 3
ENGL 310	Literary Criticism and Theory	3
<i>Total Credit Hours:</i>		<u>15</u>

#### Recommended:

ENGL 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 340	Geometry (Math major elective)	3
MATH 410	Teaching of Mathematics – Secondary Level	3
<i>Subtotal Credit Hours:</i>		<u>6</u>

#### 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 205	Essentials of Economics	3
POLI 103	American Government <i>or</i>	
POLI 104	State and Local Government	3
PSYC 100	General Psychology	3
SOCI 100	Introduction to Sociology	3
<i>Subtotal Credit Hours:</i>		<u>15</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>	
EDUC 417	Multicultural Education+	3
EDUC 200	Social and Philosophical Foundations of Modern Education	3
EDUC 201	Introduction to Special Education	3
EDUC 205	The Developing Child: Pre-K through 4th Grade <i>or</i>	
EDUC 209	Early Adolescent and Adolescent Development <i>and</i>	
EDUC 211	Educational Psychology	3-6
EDUC 301	Evaluation and Assessment of Students in Inclusive Settings	3
EDUC 384	Inclusive Education	3
EDUC 412	Teaching English as a Second Language	3

EDUC 403	Reading Strategies for Middle and Secondary Content Areas	3
LANG 350	The Teaching of Modern Languages and ESL	3
	<i>Subtotal Credit Hours:</i>	<u>27-33</u>

+ Required for the five-year B.A./M.Ed. program.

#### Professional Semester

EDUC 410	Student Teaching (elementary and secondary levels) includes teaching English to Spanish speakers or Spanish/French on all levels.	12
EDUC 420	Practicum	3
	<i>Subtotal Credit Hours:</i>	<u>15</u>
	<i>Total Credit Hours:</i>	<u>45</u>

#### Recommended electives:

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.

If students intend to student teach upon entering this program, they must complete undergraduate course work and pass Basic Skills.

#### Teaching Certification Concentration

This concentration is designed for those who wish to complete their secondary, middle level or early childhood teaching certification program at the post-baccalaureate level. After completing teaching certification, students will fill out the change of program request to transition into one of the Master of Education programs - Multicultural, ESL, Reading or Special Education.

##### Secondary

Complete undergraduate major in academic area of certification plus all required courses for the certification in Secondary Education, **except** EDUC 410 Student Teaching and EDUC 420 Practicum.

##### Early Childhood and Middle Level

Complete Early Childhood Education or Middle Level Education without EDUC 410 Student Teaching and EDUC 420 Practicum.

(Prerequisites: EDUC 200, 412, 417, Statistics)

#### Core Requirements (9 credits)

EDUC 517	Multicultural Education	3
EDUC 535	Urban Education <i>or</i>	
EDUC 545	Education in a Global Context	3
EDUC 635	Research Design (Prerequisite: Statistics)	3

#### Culmination Requirements (9 credits)

EDUC 610	Student Teaching (Must apply 2 semesters ahead)	6
EDUC 620	Practicum	3

#### Electives (12 credits)

	Any graduate course in Education.	
	EDUC 606 highly recommended.	12
	<i>Total Credit Hours:</i>	<u>30</u>

### B.S./M.ED. IN MULTICULTURAL EDUCATION WITH ESL CERTIFICATION

*Prerequisites: One of the following:*

EDUC 400	Literacy Foundations for Primary Grades	
EDUC 401	Literacy Foundations for Intermediate Grades	
EDUC 403	Reading Strategies for Middle and Secondary Content Areas	

*Replace 12 credits of elective courses with the following:*

EDUC 514	Second Language Acquisition	3
EDUC 522	Language Testing	3
EDUC 550	ESL Field Experience	3
LANG 510	Linguistics	3

*Total Credit Hours:* 30

### FIVE-YEAR COMBINED B.S./M.ED. IN READING

Complete Early Childhood Education or Middle Level Education without EDUC 410 Student Teaching and EDUC 420 Practicum.

EDUC 535	Urban Education <i>or</i>	
EDUC 545	Education in a Global Context	3
EDUC 600	Early Literacy Foundations (Preschool to 3rd grade)	3
EDUC 601	Literacy Foundations for 4th to 8th Intermediate Grades	3
EDUC 602	Reading and Learning Differences	3
EDUC 603	Reading Strategies for Middle and Secondary Content Areas	3
EDUC 604	Assessment, Intervention and Reporting of Literary Progress	3
EDUC 606	Multicultural Literature and Curriculum	3
EDUC 612	Reading Specialist Practicum	3
EDUC 635T	Research Design for Reading	3

<b>ELECTIVE</b>	Recommended course <i>or</i> student teaching and practicum	3-9
	<i>Total Credit Hours:</i>	<u>30 - 36</u>

**COMBINED B.S./M.ED. IN SPECIAL EDUCATION**

Complete Early Childhood Education, Middle Level Education, or Secondary Education without EDUC 410 Student Teaching and EDUC 420 Practicum.

<b>EDUC 505</b>	Teaching Techniques for Low Incidence Students	3
<b>EDUC 535</b>	Urban Education	3
<b>EDUC 602</b>	Reading & Learning Differences	3
<b>EDUC 635</b>	Research Design: Focus on Special Education	3
<b>EDUC 683</b>	Evaluation and Assessment of Exceptional Students	3
<b>EDUC 685</b>	Emotional and Behavioral Disorders w/ Field Experience	3
<b>EDUC 686</b>	Autism Spectrum Disorders wih Field Experience	3

*If taking PreK-8th certification must take:*

<b>EDUC 687</b>	Early Intervention with PDD and Other Exceptionalities with Field Experience	3
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Special Education Pre K-8th Grade Assessment Test: ([www.PA.NESINC.com](http://www.PA.NESINC.com)) #8011 and #8012

**OR**

*If taking Secondary Education 7-12th certification must take:*

<b>EDUC 688</b>	Transition and Working with Families and Agencies	
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Special Education 7 - 12th Assessment Test: ([www.PA.NESINC.com](http://www.PA.NESINC.com)) #015 and #016

<b>EDUC 610</b>	Student Teaching	6
<b>EDUC 620</b>	Practicum	3
	<i>Total Credit Hours:</i>	<u>30-33</u>

**COURSE DESCRIPTIONS**

**EDUC 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. Twenty hours of observation in a school classroom are required for this course.

**EDUC 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. Ten hours of observation required.

**EDUC 205 The Developing Child: Pre-K through 4th Grade** 3

This course provides an overview of the developmental theories and milestones associated with children ages 3 years through 10 years. Physical, Cognitive, Social, and Emotional development is viewed in the contexts of the family and formal educational settings. Particular emphasis is placed on the interaction of social and cultural environments on learning and development. Five hours of observation required.

**EDUC 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.

**EDUC 209 Early Adolescent and Adolescent Development** 3

This course provides an introduction to early adolescent and adolescent development and investigates the implications of physical, cognitive, and psychosocial development in educational settings. Major developmental and psychological theories and research relevant to teaching and learning are explored. Content areas include adolescent growth and development, conflicts and issues associated with different developmental levels, approaches to instruction, and cultural and socioeconomic diversity. The emphasis will be on the practical relevance of this material for students in grades 4-8. Five hours of observation required.

**EDUC 211 Educational Psychology** 3

This course provides a survey of major psychological theories and research relevant to teaching and learning. Content areas include child growth and development, learning and cognition, theories of intelligence, approaches to instruction, cultur-

al and socioeconomic diversity, motivation, and evaluation and assessment of student learning. The emphasis will be on the practical relevance of this material for elementary and secondary educational settings. Undergraduate students will find this course useful in helping them improve their understanding of the scientific and sociopolitical foundations of teaching and learning, and in developing attitudes and skills necessary for effective teaching.

**EDUC 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.

**EDUC 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.

**EDUC 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, special education or ESL. A combination of settings may be approved by Education Department. Minimum grade of C in EDUC 200 (for all majors) and in EDUC 201 and EDUC 250 in Special Education (for Special Ed. majors). Currently only a required course for ESL certification, but can be an elective class for any area of certification. For ESL certification, the 90 hours are divided as follows: 40 hours of observation in an ESL classroom, 30 hours co-teaching in an ESL classroom, and 20 hours teaching in an ESL classroom. Approximately half of the hours should be in a public school.

**EDUC 301 Evaluation and Assessment of Students in Inclusive Settings 3**

This course examines the assessment and evaluation processes used for determining progress for students with and without Individual Educational Programs. The Individuals with Disabilities Education Act mandates that all students have access to the general education classroom and curriculum. The course will provide teachers with the necessary knowledge and skills to assess and

evaluate all students. We examine historical, philosophical and legal considerations and models of the assessment process and various types of assessments will be examined.

**EDUC 302 Evaluation and Assessment of Exceptional Children 3**

This course extends assessment and evaluation processes and examines how we use these processes to create an appropriate IEP. Student will also work with creating effective Behavior Plans and Transition Programs. Spring only.

**EDUC 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.

**EDUC 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.

**EDUC 306 Science and Health for Children 3**

This course is designed to provide students with the knowledge and tools needed to be effective elementary science teachers. Students will learn strategies that allow for diverse learners to "experience" science through the hands-on inquiry approach. Students will learn the 6-E instructional model. This class will be taught in a way that addresses a student's kinesthetic abilities. This class will establish an approach to teaching science that involves the use of hands-on experiences and the inquiry method. Five hours of observation required.

**EDUC 308 Teaching Social Studies and Art 3**

This course covers unit teaching in the Social Studies, content and teaching materials for the inclusive classroom. Creativity in art, music and literature is incorporated into the teaching lessons. Social Studies as an area of the curriculum is considered and the material taught in the Early Childhood grades is studied. Lessons and units for the early childhood years will be planned and

developed for diverse students and settings. Five hours of observation required.

**EDUC 310 Mathematics for the Teacher of Children** 3

This course covers basic mathematical concepts necessary for the teacher of children and various ways to teach the material in inclusive classrooms. Math as an area of the curriculum will be defined. Teaching methods to meet various learning styles for diverse students will be developed. Five hours of observation required.

**EDUC 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. Ten hours of observation required.

**EDUC 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.

**EDUC 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.

**EDUC 370 Literature for Children and Adolescents** 3

An introduction to important juvenile books and their use in meeting the needs of young readers. This course includes principles of selection and important sources of information about preschool through adolescent literature.

**EDUC 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.

**EDUC 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.

**EDUC 380 Communication Arts for Children** 3

This course will be an overview of some of the theoretical issues and instructional strategies related to the teaching of the receptive and expressive areas of language learning. In the language arts, interdependent and interrelated aspects of the oral language, listen, writing, visually representing, viewing, reading, and thinking will be focused upon interactively whereby usage in each supplements and reinforces the learning of an in the others. There will also be emphasis placed upon the practical implementation of an integrated language arts program in the classroom within the contexts of the standards as proposed by the Pennsylvania Department of Education. Five hours of observation required.

**EDUC 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.

**EDUC 382 Methods of Classroom Management** 3

This 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.

**EDUC 383 Early Intervention in Inclusive Settings** 3

This 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. Prerequisite: Minimum grade of C in EDUC 201.

**EDUC 384 Inclusive Education** 3

This course examines the concept of Inclusion and what it means to both the special educator and the general education. Students will learn to use effective inclusion strategies in the general education classroom and examine the various ways special and regular educators can work effectively together. This course requires ten hours of field experience in a classroom.

**EDUC 385 Emotional and Behavioral Disorders** 3

This course is designed to provide teachers who wish to be certified in special education with the tools necessary to work with students with emotional and behavioral disorders. We will examine the various causes and theories for these disorders. Additionally we will concentrate on recognizing these disorders and managing them in the inclusive classroom using various positive behavior interventions and other appropriate methods. Spring only.

**EDUC 386 Autistic Spectrum Disorders** 3

This course is directed towards those students who wish to be certified in Special Education. It will be an overview of the characteristics and learning traits, classification systems, assessment strategies, approaches and interventions related to students with autism. Emphasis will be placed on the different disorders on the spectrum including Asperger's Syndrome. Students will be given the tools needed to work with families and agencies to develop a comprehensive program that meets the individual needs of their students. This course requires twenty hours of field experience in a classroom. Fall only.

**EDUC 387 Early Intervention with Pervasive Developmental Disorder and Other Exceptionalities** 3

This course is an advanced course directed towards those students seeking certification in special education. It will examine early intervention for those children thought to have PDD (Pervasive Developmental Disorder) and other exceptionalities. We will look at the importance of early intervention and the different methods and strategies for working with these students. Emphasis will be placed on writing Individual Family Service Plans (IFSP), working with families and agencies and designing appropriate intervention programs.

**EDUC 388 Transition and Working with Families and Community Agencies** 3

This course will examine aspects of the Transition process from middle school to post secondary school. Self-determination will be explored, as well as career and vocational education. Different types of transition assessments and checklists will be examined. The course will help teachers become aware of the importance of working with families and community agencies to ease the process and bring about positive results. Fall only.

**EDUC 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) ten hours during the semester.

**EDUC 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.

**EDUC 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 child including an IEP. Prerequisites: EDUC 400 or 401. Fall only.

**EDUC 403 Reading Strategies for Middle and Secondary Content Areas** 3

A course in developmental reading for reading specialists, middle level and secondary educa-

tion 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. This course requires ten hours of field experience. Fall only.

**EDUC 405 Classroom Procedures and Teaching Techniques for Low Incidence Learners** 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. This course requires twenty hours of field experience in a classroom. Prerequisite: Minimum grade of C in EDUC 201 or permission of instructor.

**EDUC 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 EDUC 250 or permission of instructor. Fall only.

**EDUC 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.

**EDUC 412 Teaching English as a Second Language** 3

This course provides an overview of the methodology for teaching English as a second language (ESL) appropriate for the K-12 classroom teacher who has non-English speaking students in the classroom. It examines the basics of teaching ESL history, theories, models, techniques, and applications. It aims to enable students to incorporate the appropriate ESL strategies in their teaching and adapt their materials and instructional methods to meet English language learners' needs and accommodate their learning styles. Course topics include techniques and strategies for improving language learners' listening, speaking, reading, writing, and

communication skills, language testing and assessment, and the development of lesson plans.

**EDUC 413 Theories of Second Language Acquisition** 3

This course reviews the theories and research that attempt to explain how the acquisition of the second languages takes place, the developmental sequences of learning a second language and how learner characteristics influence the process. The course also explores the similarities and differences between first and second language acquisition, individual differences, the role of affective factors, and discusses the implications of second language acquisition theories for second language teaching. Spring only.

**EDUC 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.

**EDUC 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.

**EDUC 418 Community and Family Collaborative Partnerships** 3

Children need supportive adults, as well as other children; adults need a supportive community, including other adults; and children are the core of society, nurtured by it and for it. This class utilizes ecological systems theory as a model for organization and demonstrates the influence of changes over time on contexts in which children grow. It includes the contexts in which children develop, the relationships of the people in those contexts, and the interactions that take place within and between contexts. Students will be able to articulate and apply a Christian world-view to the profession of teaching and satisfies the culminating senior experience for the major.

**EDUC 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

**EDUC 422 Language Testing and Material Development** 3

This course is designed for students who are currently working with, or plan to work with, students from multilingual environments who are receiving instruction in their native language and/or in English as a second language. It is designed to provide prospective or in-service ESL teachers with theoretical background and practical experience in language testing and materials development for teaching English to speakers of other languages. The course provides a general background in language testing and assessment issues, opportunities to examine assessment instruments, and practical experience in developing and using formal and informal assessment measures. It also provides opportunities to locate, organize, evaluate, adapt, and create materials for a variety of language classroom purposes. Topics of the course include formal and informal methods of assessing language proficiency, test preparation, multifaceted classroom assessment, the use of rubrics to assess speaking, listening, reading and writing, interpretation of test results, remediation plans based on assessment, education intervention, conducting needs of analysis, effective lesson planning, task design, curriculum planning, syllabus design, and materials evaluation, adaptation, and development.

**ENGLISH**

Studying English is not just about grammar; it's about becoming informed readers of a diversity of texts as well as professional writers of newsworthy events. In the English Department, we read and interpret everything, from analyzing television commercials for racial stereotypes to identifying the psychological motivations of Iago in Shakespeare's Othello. There are three concentrations within the English Major: Literature, Writing, and Journalism. In these concentrations, we discuss and write on conventional and oftentimes controversial issues surrounding gender, race, religion, class, and culture. In our classes, students develop not only the analytical skills to excel but also the poetic compassion to feel the mystery of language. Within the major, students are exposed to so many disciplines--such as psychology, eco-

nomics, theology, communications, and gender studies--that they are able to take the practical skills they have learned in analyzing culture to any occupation. By limiting the required credit hours for the major to thirty-nine, our department encourages students to double major or minor in English, supplementing this major with other interests in fields such as Business, Communication, or Education. Graduates of English may pursue occupations in the fields of Law, Publishing, Advertising, Education, Business, Social Work, Activism, Public Relations, and more. English majors become leaders who have the ability to see what is and to imagine what can be.

**THE MAJOR FOR THE B.A. IN ENGLISH - ENGLISH LITERATURE CONCENTRATION**

ENGL 205, 206	Survey of British Literature	6
ENGL 301, 302	American Literature	6
ENGL 310	Literary Criticism and Theory	3
ENGL 312	Shakespeare	3
ENGL 422	Research Seminar	3
ENGL	FOUR 300 and 400-level English Literature electives (ONE 200-level and ONE ENGL 330 course permitted)	12
	<i>Subtotal Credit Hours:</i>	<u>33</u>

*Choose TWO genre courses, ONE of which must be writing intensive:* 6

ENGL 207	Studies in Drama	
ENGL 208W	Studies in Poetry	
ENGL 220W	Studies in the Novel and Short Fiction	
ENGL 225	Post-Colonial Women's Novels	
	<i>Subtotal Credit Hours:</i>	<u>6</u>
	<i>Total Credit Hours:</i>	<u>39</u>

**ENGLISH WRITING CONCENTRATION**

ENGL 245	Introduction to Creative Writing	3
ENGL 423	Writing Seminar	3

*Choose FOUR from the following:* 12

ENGL 250	Writing Assistant Training Seminar	
ENGL 340	Advanced Writing: Essay	
ENGL 341	Advanced Writing: Poetry	
ENGL 342	Advanced Writing: Drama	
ENGL 343	Advanced Writing: Autobiography and Biography	
ENGL 344	Advanced Writing: Short Fiction	
ENGL 345W	Advanced Writing: Journalism	
ENGL 495	Internship	
	<i>Subtotal Credit Hours:</i>	<u>18</u>

<i>English Literature courses:</i>		
<b>ENGL 312</b>	Shakespeare	3
<b>ENGL</b>	TWO English Literature electives	6

*Choose TWO genre courses, ONE of which must be writing intensive:* 6

<b>ENGL 207</b>	Studies in Drama	
<b>ENGL 208W</b>	Studies in Poetry	
<b>ENGL 220W</b>	Studies in the Novel and Short Fiction	
<b>ENGL 225</b>	Post-Colonial Women's Novels	

*Choose ONE Modern Period course:* 3

<b>ENGL 302</b>	American Literature	
<b>ENGL 415</b>	Twentieth Century British Literature	

*Choose ONE Communications course:* 3

<b>COMM 105</b>	Introduction to Mass Media	
<b>COMM 220</b>	Art of the Film	
<b>COMM 240</b>	Persuasion and Debate	
<b>COMM 260</b>	Communicating Across Cultures	
<b>COMM 322</b>	Images in Media Communication	
<b>COMM 325</b>	Advertising	
<i>Total Credit Hours:</i>		39

*Recommended:*

<b>ENGL 200W</b>	Applied Journalism	
<b>ENGL 240</b>	College Newspaper Practicum	
<b>ENGL 310</b>	Critical Theory	
<b>LANG 310</b>	Introduction to Linguistics	

**JOURNALISM CONCENTRATION**

<i>English Writing courses:</i>		
<b>ENGL 200W</b>	Applied Journalism	3
<b>ENGL 240</b>	College Newspaper Practicum	6
<b>ENGL 340</b>	Advanced Writing: Essay	3
<b>ENGL 345</b>	Advanced Writing: Journalism	3
<b>ENGL 495</b>	Internship	3
<i>Subtotal Credit Hours:</i>		18

<i>English Literature courses:</i>		
<b>ENGL 312</b>	Shakespeare	3
<b>ENGL 302</b>	American Literature	3
<i>Subtotal Credit Hours</i>		6

<i>Communications courses:</i>		
<b>COMM 105</b>	Introduction to Mass Media	3
<b>COMM 215</b>	Writing for Media	3

*Choose THREE Communication Studies courses:* 9

<b>COMM 221</b>	Public Relations	
<b>COMM 222</b>	Analysis of Argument/Discourse	
<b>COMM 305</b>	Mass Media in the Lives of Young People	
<b>COMM 315</b>	Communication and Technology*	

<b>COMM 321</b>	Public Relations Case Studies	
<b>COMM 322</b>	Images in Media: Gender, Race, Religion, and Culture	
<b>COMM 325</b>	Advertising Communication	
<b>COMM 370</b>	Political Communication	
<i>Subtotal Credit Hours</i>		15
<i>Total Credit Hours</i>		39

\*Requires signature of COMM chair to exempt COM 280

*Recommended:*

<b>FAPA 160</b>	Computer Graphics	3
<b>MATH 220</b>	Statistics for the Social and Behavior Sciences	3
<b>POLI 103</b>	American Government	3
<b>POLI 104</b>	State and Local Government	3
<b>POLI 380</b>	American Political Thought	3

**THE ENGLISH MINOR: LITERATURE**

Eighteen hours from literature. One course from COMM 105, 215, 220, 222, 240 or 322 may be used in place of a literature course.

**THE ENGLISH MINOR: WRITING**

Required ENGL 245. Three courses from ENGL 250, ENGL 340, ENGL 341, ENGL 342, ENGL 343, ENGL 344, ENGL 345, ENGL 495 and six credits of English Literature courses. One course from COMM 105, 215, 220, 222, 240 or 322 may be used in place of a literature course.

**COURSE DESCRIPTIONS**

**ENGL 90 Reading Improvement 2**  
Group instruction and individual exercise to develop speed and comprehension and vocabulary skills. Does not meet core curriculum requirements.

**ENGL 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 ENGL 91. Does not meet core curriculum requirements.

*NOTE: Students taking ENGL 91 must take ENGL 102 the following semester in order to receive credit for both courses. Both courses should be taken during the first year. English 91 does not satisfy the core curriculum requirements and must be passed with a grade of C or better before the student enrolls in ENG 102.*

**ENGL 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. A minimum grade of C is required.

**ENGL 200W Applied Journalism 3**

An introductory writing-intensive 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. Prerequisite for Advanced Writing: Journalism. Enrollment is limited.

**ENGL 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.

**ENGL 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.

**ENGL 207 Studies in Drama 3**

A study of the development of drama, considering older models but emphasizing major themes, genres, and stylistic developments in twentieth century drama. Open to all students.

**ENGL 208W 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. A writing-intensive course.

**ENGL 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.

**ENGL 220W Studies in the Novel and Short Fiction 3**

A writing-intensive course that examines the elements of fiction in short story and novel form, selecting contemporary authors who focus on justice issues and multicultural experience.

**ENGL 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.

**ENGL 235 Global Fiction 3**

Focusing on award-winning novels from non-Western countries, this course examines a number of cultural issues—social, political, and religious—that shape, empower or challenge personal identity and national character. We will explore many of the following questions: What is the impact of European colonization on native people? What cultural conditions allow a character to achieve his or her aims or possibilities? How can economic, social, and spiritual alienation be overcome? Finally, we will notice that these authors are interested in the power of fiction not only to invent but to alter current social realities.

**ENGL 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.

**ENGL 245 Introduction to Creative Writing 3**

The course introduces students to creative work in three of the following genres: poetry, fiction, non-fiction, and drama. Through careful craft analyses of literary texts, students will learn to read as writers, and write using basic conventions of each genre. The study of theory, discussion of writing strategies and participation in in-class workshops help prepare students to produce a polished manuscript consisting of two revised pieces in the genres covered. Students focus on the concepts of image and sound, as well as an exploration of the creative process.

**ENGL 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.

**ENGL 299 Seminar by the Sea** 3  
Eastern offers a unique 3-week faith-based course on gender studies. Drawing students from around the country, this gender studies course, focusing on literature/writing, allows students to live in community and explore what it means to live in a gendered society. Topics include women in politics, differing masculinities, women in the global community, gender in the church, constructions of gender and race, gender and violence. This course is offered bi-yearly during Summer I session, in Oceanwood, Maine.

**ENGL 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.

**ENGL 310 Literary Criticism and Theory** 3  
This course reviews the history and current practices of literary criticism and theory, which is the systematic study and analysis of literature, from Plato to the present. Students will learn 1) to discuss the concepts and terms produced by foremost authors who have shaped literary movements; 2) to practice the basic skills of writing within several contemporary approaches to literature, some of which may include New Criticism, Feminism, Marxism, Psychoanalysis, Deconstruction, and Cultural Studies. This course is designed to increase and broaden a student's analytical and interpretive skills as well as to offer a basic foundation in theory for courses in graduate school. This course should be taken before senior year and is a required course for English Literature majors.

**ENGL 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.

**ENGL 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.

**ENGL 326 Renaissance Studies** 3  
A study of Renaissance literature, this course is arranged by thematic units--cosmology, geography, science, theology, politics, history, and apocalypse-- in order to emphasize how Renaissance literature emerged from and even shaped its cultural context. Some artists such as Michelangelo

and even some mystics such as Teresa of Avila will be discussed, but the class will center on many of the following authors: Christopher Marlowe, John Donne, George Herbert, Francis Bacon, Michel de Montaigne, Elizabeth Cary, Ben Jonson, Sir Thomas Browne, Anne Askew, and Sir Thomas More.

**ENGL 327 Milton and the Seventeenth Century** 3  
A study of the works of John Milton, a revolutionary poet, who wrote the epic *Paradise Lost*. This course introduces students to the past, to Milton's theological, political, and cultural context as well as to the present, to the foremost scholars who have shaped literary interpretations on Milton. The influences of Milton's work on Mary Shelley's *Frankenstein* and Philip Pullman's *The Golden Compass* may also be considered.

**ENGL 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.

**ENGL 336 Russian Literature in Translation** 3  
The aim of the course is to introduce the student to some of the masterpieces of the Golden Age of Russian Literature. Employing a cultural, social and historical approach to literary analysis, the students will also become familiar with the history, culture, religion, and society of nineteenth-century Russia. Students who complete this course will be able to identify key Russian authors, their critiques and concerns with Russian Society, and integrate this information into an analysis of how Russian literature was both shaped and helped shape Russian life."

**ENGL 337 Modern Greek Literature in Translation** 3  
The course treats both prose texts and poems by modern (post 1800) Greek writers. It will emphasize, inter alia, the texts' distinctively Greek character (i.e., how they reflect Greek life, manners, culture, religion, philosophy, politics, etc), and thus what makes them witness to modern Greek culture, thought, and life. Four main questions or themes dominate the calendar of class readings. These questions will be augmented by visits to Greek festivals and Greek parishes, movie nights (with Greek cuisine), and visits to area museums."

**ENGL 340 Advanced Writing: Essay** 3  
A workshop course that includes analysis and writing of short and long forms of contemporary

creative nonfiction such as the personal essay, the formal essay in its modern expression as literary or immersion journalism, and the lyric essay. Attention is given to invention, research, and manuscript revision and preparation for publication. Enrollment is limited; junior and seniors are given preference.

**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.

**ENGL 342 Advanced Writing: Drama** 3  
A workshop course 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.

**ENGL 343 Advanced Writing: Autobiography and Biography** 3  
A workshop course 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.

**ENGL 344 Advanced Writing: Short Fiction** 3  
A workshop course 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.

**ENGL 345W Advanced Writing: Journalism** 3  
A workshop course that offers advanced practice in journalistic research and writing of news, study of classic and contemporary examples of journalistic excellence in article and book form, and development of a code of ethics. Students write on speculation for a magazine. Prerequisite: ENG 200. Required of journalism concentration majors, normally in the senior year. Enrollment is limited. Prerequisite: Grade of C or better in ENGL 200.

**ENGL 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.

**ENGL 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.

**ENGL 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.

**ENGL 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.

**ENGL 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.

**ENGL 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.

## ENVIRONMENTAL SCIENCE

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See Biology

## ENTREPRENEURIAL STUDIES

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See Business Programs

## EXERCISE SCIENCE

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See Kinesiology Programs

## FINE ARTS

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### THE MINOR IN FINE ARTS

FAPA 110	Introduction to Music	3
FAPA 120	History and Appreciation of Art	3
THEA 204	Introduction to Theatre	3

Choose one of the following:

DANC 233	Liturgical Dance History and Practice <i>or</i>	
DANC 250	Modern Dance <i>or</i>	
DANC 260	Classical Ballet History <i>or</i>	
DANC 365	Black Dance History <i>or</i>	
DANC 375	World Dance History	3
	Electives in Music, Dance, Art, or Theatre	6
	<i>Total Credit Hours:</i>	<hr/> 18

### COURSE DESCRIPTIONS

**FAPA 110 Introduction to Music** 3  
This course traces the evolution of musical style throughout history and 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.

**FAPA 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.

**FAPA 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.

**FAPA 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 and 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. This course will increase skills for those who have some experience with the programs and will 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.*

**FAPA 280 Text in Context** 3  
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.

**FAPA 300W Arts Integration in the Classroom** 3  
This writing intensive 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.

## 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

<b>HIST 201/202</b>	U.S. History Survey	3,3
<b>HIST 210W</b>	Historiography: Varieties of the Historical Interpretation	3
<b>HIST 414</b>	Historical Interpretation and Integration	3
	<i>Subtotal Credit Hours:</i>	<u>12</u>

#### Pre-Modern Europe

Choose ONE from the following courses: 3

<b>HIST 315</b>	Ancient Greece
<b>HIST 316</b>	Rome: Republic and Empire
<b>HIST 317</b>	Early Middle Ages
<b>HIST 318</b>	High Middle Ages
<b>HIST 319</b>	The Renaissance
<b>HIST 320</b>	Age of Reformation: 1500-1648

#### Modern Europe

Choose ONE from the following courses: 3

<b>HIST 321</b>	The Age of Reason: 1648-1789
<b>HIST 322</b>	The Age of Revolutions: 1789-1848
<b>HIST 323</b>	The Age of Empires: 1848-1914
<b>HIST 324</b>	Twentieth-Century Europe
<b>HIST 325</b>	Cultural & Intellectual Origins of the Holocaust
<b>HIST 420</b>	European Intellectual History

#### American

Choose ONE from the following courses: 3

<b>HIST 435</b>	U.S. Legal History
<b>HIST 440*</b>	The Black Church in America
<b>HIST 450</b>	Colonial and Revolutionary
<b>HIST 460</b>	The Early American Republic
<b>HIST 470</b>	American Intellectual History
<b>HIST 480</b>	Civil War and Reconstruction
<b>HIST 485</b>	The Gilded Age and Progressivism
<b>HIST 490</b>	The Modern United States

### National, Regional or Topical

Choose TWO from the following courses: 6

<b>HIST 333</b>	Medieval and Renaissance England
<b>HIST 334</b>	Great Britain since 1603
<b>HIST 335</b>	World since World War II
<b>HIST 342</b>	Topics in the History of Science
<b>HIST 350*</b>	African-American History
<b>HIST 352*</b>	Russian History
<b>HIST 353*</b>	History of the Middle East
<b>HIST 354*</b>	History of Latin America
<b>HIST 370</b>	History of Economic Thought
<b>HIST 371*</b>	The Byzantine Empire
<b>HIST 372*</b>	Eastern Orthodox History and Theology

\*Fulfills Knowledgeable about a Culture Beyond the West general education requirement

*Subtotal Credit Hours* 15

Electives in History 15

Choose FIVE elective HIST courses at 300 and 400-level (may include an additional CSE or Senior Seminar)

*Subtotal Credit Hours* 15

*Total Credits Hours* 42

### THE MINOR IN AMERICAN HISTORY

HIST 201, 202 and 12 additional hours selected from HIST 435, 440, 450, 460, 470, 480, 485, 490.

### THE MINOR IN EUROPEAN HISTORY

INST 160, 161 and 12 additional hours selected from HIST 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 HIST 201, 202, offered each semester; 210 is offered in the spring; and 416 offered annually in the fall.

**HIST 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.

**HIST 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.

**HIST 210W Historiography: Varieties of the Historical Interpretations** 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. Writing-intensive course.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 333 Medieval and Renaissance England** 3  
A study of Anglo-Saxon England, the Norman Conquest and its results, medieval England, and the Tudor period.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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 Knowledgeable about Global Diversity general education requirement.

**HIST 352 Russian History** 3  
Religious, political, economic, and intellectual development of Russia from Kievan Russia to the present. This course fulfills the Knowledgeable about Global Diversity general education requirement.

**HIST 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 Knowledgeable about Global Diversity general education requirement.

**HIST 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 Knowledgeable about Global Diversity general education requirement.

**HIST 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 205.

**HIST 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 Knowledgeable about Global Diversity general education core requirement.

**HIST 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 Knowledgeable about Global Diversity general education requirement.

**HIST 373 History and Culture of Arabic Christianity** 3  
A study of the peculiar path of Arabic Christians, emphasizing especially their world after the Muslim conquests, and of their life in dhimmi status, going slowly from the majority population in Syria, Jordan, Egypt, and Palestine, to one of struggling and oft persecuted minority. Course will be augmented by visits to local Syrian parishes and festivals, and visits to museums."

**HIST 414 Historical Interpretation and Integration** 3  
The Culminating Senior Experience (CSE) explores various topics in History across a spectrum of time, subject and place. This variation of topics will allow students to explore topics with which they have an affinity, and not constrain them to one they do not. The CSE requires students to demonstrate their knowledge of the particular syllabus's subject in relation to the various schools of historical interpretation, their own Christian thought, and to the mission of Eastern University. They will do this

through the production of a thesis in which they demonstrate their own interpretation of historical data in light of the various schools of historical interpretation and in relation to a Christian understanding of History. Demonstration of particular course goals will be augmented by the production, above the thesis, of short papers or projects.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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 Knowledgeable about Global Diversity general education requirement.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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.

**HIST 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 the following list of 3-credit courses: BIBL 325, COMM 304, COMM 322, ENGL 210, ENGL 225, ENGL 299, POLI 316, PSYC 299, PSYC 322, SOCI 310, SOCI 312, SOCI 315, SOWK 110, SOWK 253, THEO 316, THEO 319. Contact: Dr. Landi Turner.

### THE MINOR IN ORTHODOX THOUGHT AND CULTURE

The Interdisciplinary Minor in Orthodox Thought and Culture entails broad investigations of the spiritual, cultural, political, ecclesiastical, literary, philosophical, and aesthetical dimensions and mentalités that make up the greater world of Orthodox Christianity. Through courses in history, literature, and theology, and through independent studies and study abroad experiences, students who take this minor will be introduced into the larger world of Orthodox Christianity.

21 hours from the following courses: HIST 352, HIST 353, HIST 371, HIST/THEO 372, HIST 373, ENGL 336, ENGL 337, THEO 322

### COURSE DESCRIPTIONS

#### INST 100 Introduction to Leadership 2

A seminar designed to provide 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 Fellows Program.

#### INST 111 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 development 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 the Psychology minor. Offered in fall.

#### 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 require-

ment. Required of all students with fewer than 24 hours of college classroom credit, to be taken in the first semester on campus.

*Note: Students who matriculate with fewer than 24 earned credits are expected to complete INST 150: Introduction to Faith, Reason and Justice in their first semester on campus. Completion of this course is a requirement for graduation. A student wishing to withdraw from the course must have written approval from the Director of Advising and First-Year Programs. This approval must be noted on the add/drop form that is submitted to the Registrar's office. Student will not be withdrawn from the course without a signature from the Director of Advising and First-Year Programs. A student who withdraws from INST 150 must also complete a contract stating that he or she will re-enroll in the course the following fall semester. Consistent with the course repeat policy, a student may register for a course a maximum of two times. Therefore, the student must successfully complete INST 150 on his or her second attempt.*

#### INST 151 Introduction to Faith, Reason and Justice 1

This course introduces transfer students to the mission and values of Eastern University by exposing them to the three major commitments of the University. Required of all students who transfer with 24 hours or more of college classroom credit.

#### 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 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 219 Heritage of Brazil** 3

This course will examine the history, culture, literature, and religions of Brazil. Three land masses and three people groups make up this huge diverse nation. Native American, Portuguese and African blending created Brazil's rich, fascinating identity and heritage. We will survey Brazilian civilization over a 500 year span beginning with its Indigenous people and moving to first contact, slavery, colonization and independence up to today. Throughout, we will engage a Christian worldview and appreciation for the thoughts and practices that Brazilian people have produced, and their significant presence on the world stage.

**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 271 Justice in Caring for Vulnerable Populations**

This is an interdisciplinary course that employs biblical and philosophical frameworks to examine the complexities of social justice as they relate to vulnerable populations. The vulnerable groups covered include of ethnic group membership, gender, and class. Participants in the course will explore these issues of social justice as they occur within the context of caring professions, such as health disparities, health care access, and health literacy. This course fulfills the breadth core requirement of knowledgeable in doing justice,

which is defined by Eastern University as the ability to utilize biblical, theological, and philosophical resources to evaluate perspectives on social, economic, and political justice and to identify personal and structural responses to injustice.

### **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: Leadership Fellows Program. Grading is pass/fail.

### **INST 340 Transforming Leadership through Innovation 3**

This course is dedicated to the Leadership Fellows Programs' mission. In order to awaken, educate and embolden LFP students to create innovative solutions to help address the current societal problems and to influence the world, this course will emphasize the importance of creativity in leadership. Through a creative and biblical lens students will learn the importance of using innovation inside our changing world, and understand the unique challenges inherent in managing creative people and managing for creativity in organizations. Students will be challenged to think about how they are branding their ideas, their identity, and their vision and be encouraged to participate in a hands-on entrepreneurial project that showcases their creative leadership and innovation.

### **INST 480J Sport in American Culture 3**

A course designed to challenge students to analyze current theories and research in the area of sport from a Christian perspective. Special attention will be given to moral, ethical, racial, economic, and gender-based issues in sports, and these often controversial areas have made to the evolution of American culture.

## **KINESIOLOGY**

### **THE MAJOR FOR THE B.S. 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).

<b>ATTR 195</b>	Introduction to Athletic Training	3
<b>ATTR 220</b>	Practicum I	2
<b>ATTR 221</b>	Practicum II	2
<b>ATTR 250</b>	Foundational Techniques in Athletic Training	2
<b>ATTR 275</b>	Sports Nutrition and Conditioning	3
<b>ATTR 301</b>	Care and Prevention	3
<b>ATTR 320</b>	Practicum III	2
<b>ATTR 321</b>	Practicum IV	2
<b>ATTR 370</b>	Therapeutic Exercise and Rehabilitation	4
<b>ATTR 371</b>	Lower Extremity Evaluation	3
<b>ATTR 372</b>	Upper Extremity Evaluation	3
<b>ATTR 375</b>	Therapeutic Modalities	4
<b>ATTR 420</b>	Practicum V	2
<b>ATTR 421</b>	Practicum VI	2
<b>ATTR 425</b>	Medical Aspects of Physical Activity	3
<b>ATTR 450</b>	Senior Seminar	3
<b>ATTR 475</b>	Pathology and Differential Diagnoses in Athletic Training	3
<b>BIOL 233,234</b>	Human Anatomy and Physiology I, II	8
<b>EXSC 200</b>	Health Promotion	3
<b>EXSC 250W</b>	Research Methods in Biokinetics	3
<b>EXSC 351</b>	Kinesiology	3
<b>EXSC 352</b>	Physiology of Exercise	3
<b>PSYC 100</b>	General Psychology	3
	<i>Total Credit Hours:</i>	<u>69</u>

### **Admission to ATEP:**

Students who wish to enter the Professional Phase of the Athletic Training Education Program (ATEP) must formally apply and be accepted through an official application process. Acceptance to the ATEP will be granted according to the following standards:

- An Overall GPA of 2.5 (confirmation at the end of the spring semester of application).
- Successful completion of ATTR195 with a minimum grade of "C"
- 2 formal letters of recommendation: letters may be written by a former teacher, administrator, a coach or a faculty member who is not a part of the ATEP Selection Committee).
  - ATEP selection committee members: ATEP program director, ATEP clinical education coordinator, Kinesiology department chairperson, 1-2 preceptor.
  - At least one letter must be from an academic source (a current or former teacher) who can speak to the applicant's academic abilities and gifts.
- A complete application packet
- A formal interview by the Athletic Training Selection Committee
- A complete "3-part" professional essay

Eligible applicants will be informed of the committee's decision at the end of the spring semester of application.

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)).

Transfer students: Transfer students are encouraged to meet with the Director of the ATEP program during the admissions process. The University Registrar will generate an evaluation of previously completed coursework and will award transfer credits. The Director of the ATEP will determine the most appropriate entrance point for each transfer student on a case by case basis. Admission to the professional phase of the ATP is not guaranteed upon transfer

#### ***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.

#### ***Appeals***

Students wishing to make a formal appeal of any selection committee decision must first meet with the ATEP Director one week following communication of the decision in question. The student will then generate a formal appeal which will be sent to Wendy Mercier, PhD, CRNP in the Department of Kinesiology for review. Please note that completing the appeal process does not guarantee reversal of the committee decision, nor admittance into the ATEP. Additionally, Dr. Mercier's decision is final and binding. There are no additional routes of appeals.

#### ***Practicum Courses***

The focus of each practicum course is to provide the athletic training student a supervised clinical practicum experience. Direct supervision is provided by a licensed health care profession professional in the State of Pennsylvania. 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)). These courses include limited classroom lecture, practi-

cal applications and educational competency and clinical proficiency completion for the purpose of review and assessment. The didactic portion of each practicum will provide evaluation of athletic training educational competencies from previous coursework. Students must have current CPR/AED for the Professional Rescuer Certification, current First Aid Certification and current PA State child abuse / criminal background / fingerprinting clearances prior to beginning their sequence of practicum courses.

#### **EXERCISE SCIENCE**

The goal of the Exercise Science program is to prepare students for entry-level exercise science careers involving people on a broad continuum of health and physical fitness, and in a wide variety of settings. The Exercise Science program is formed on the biological and physiological sciences and focused on human work, which encompasses recreation, athletic competition, occupation and medical therapy. The rigorous curriculum builds upon the foundational study of health, fitness concepts, and nutrition to lead students through the more advanced study of exercise biochemistry, physiology and prescription in populations that range from elite athlete to end-stage heart failure. Students in the Exercise Science program are required to acquire and integrate a large body of scientific knowledge, while simultaneously developing the clinical skills and abilities to include behaviors and attitudes of entry-level exercise specialists which were established by the American College of Sports Medicine. The program is enriched by major requirements that intentionally attend to written and verbal discourse in the discipline, and research literacy. Finally, our mission is one of Christian service to our community, local and global, though faith, reason and justice. The Exercise Science program received accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in September, 2009.

Students are evaluated across academic and non-academic factors to insure that they can successfully perform the essential functions of the academic program required for graduation. Retention decisions made by the faculty are based on academic achievements as well as non-academic factors. The Exercise Science program meets our responsibility to society to graduate knowledgeable, competent and caring exercise specialists, by requiring that they meet academic standards as well as the essential functions of the program. Consistent performance across all of these domains is required to progress through the curriculum and to meet the requirements for graduation from the Exercise Science program. Policies and procedures for eli-

gibility for graduation are located in the Student Handbook: Requirements for Graduation.

Essential Functions refer to acceptable demonstration of mastery and/or competence in various disciplines throughout the exercise science education program. Acceptable levels of mastery are judged by faculty members, examinations and other measurements of performance.

These areas of competency are:

- Affective skills that include emotional, behavioral/social professionalism and cultural competence.
- Cognitive skills that include sufficient intellectual, conceptual, integrative and quantitative abilities to make effective judgments about client management.
- Motor skills that include the necessary psychomotor clinical skills for client care.
- Sensory skills including perceptual and observation skills necessary for client care.
- Communication skills including verbal (oral and written) and non-verbal abilities.

These essential functions are the aptitudes and abilities set forth by the ACSM that enable the exercise science specialist to provide the necessary care to their clients.

### Students with Disabilities

It is our experience that individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the American Disabilities Act) may be qualified to study and practice exercise science with the use of reasonable accommodations. To be qualified to study exercise science at Eastern University, students must be able to meet both our academic standards and essential functions, with or without reasonable accommodations. Accommodation is viewed as a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each course or clinical experience. (A reasonable accommodation is not intended to guarantee that students will be successful in meeting the requirements of any one course or internship).

### The Use of Auxiliary Aids and Intermediaries

Qualified students with documented disabilities, who are provided with reasonable accommodations, may use an intermediary or auxiliary aid. No disability can be reasonably accommodated with an intermediary that provides cognitive support or substitutes for essential clinical skills or supplements clinical and ethical judgments. Such reasonable accommodations should be designed to help the students meet learning outcomes without eliminating essential program elements or fundamentally altering the curriculum. Thus, accommodations cannot eliminate essential pro-

gram elements or fundamentally alter the Exercise Science curriculum.

### Procedure:

1. Upon the declaration of the major, all students must sign a form acknowledging that they have read and understand the essential functions.
2. Students who may have concerns about meeting these expectations are advised to meet with the Chair of the Department of Biokinetics.
3. If a student feels that he/she requires reasonable accommodation for didactics and/or clinical components of the program, he/she must contact the Cushing Center for Counseling and Academic Support before accommodations can be considered. Students who have a change in status at any point during their matriculation in the exercise science program requiring accommodation should begin this process at the time of status change.
4. Due to the time it takes to properly evaluate a student's needs and to implement reasonable accommodations, it is recommended that students request accommodations as early as possible. While it is possible that need for reasonable accommodation may arise unexpectedly, it is preferable to make a request for accommodation at least 30 days before the start of a course or internship.

### THE MAJOR FOR THE B.S. IN EXERCISE SCIENCE

BIOL 233, 234	Human Anatomy and Physiology I, II	8
EXSC 200	Health Promotion	3
EXSC 201	First Aid	3
EXSC 220	Basic Nutrition Science	3
EXSC 250W	Research Methods in Biokinetics	3
EXSC 298	Fitness Leadership	2
EXSC 351	Kinesiology	3
EXSC 352	Physiology of Exercise	3
EXSC 395	Field Assessment Skills and Techniques	3
EXSC 411	Cardiovascular Physiology and Pathophysiology	3
EXSC 416	Metabolic Interactions	3
EXSC 451	Administration in Exercise Science	3
EXSC 453	Exercise Prescription and Rehabilitation	3
EXSC 465	Exercise for Special Health Populations	3
EXSC 498	Field Experience in Fitness Leadership	1
PSYC 100	General Psychology	3
<i>Total Credit Hours:</i>		<hr/> 54

Choose ONE from the following exercise science electives:

EXSC 240	Medical Terminology	
EXSC 360	Sports Psychology	
EXCS 445	Exercise Science Research	
	Subtotal Credit Hours:	3

Choose ONE of the following pre-professional courses:

EXSC 495	Internship	3
BIOL 216	Microbiology	4
BIOL 312	Genetics	3

CHEM	(CHEM 111/113 or CHEM 121/123)	4
PHYS 101	Introduction to Physics	4
	Subtotal Credit Hours:	3-4
	Total Credit Hours:	56-57

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
- Statistics
- 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

#### ATHLETIC TRAINING COURSE DESCRIPTIONS:

##### ATTR 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. This course is mandatory for application to the professional phase of the ATEP. Prerequisites: None

##### ATTR 220 Athletic Training Practicum I 2

The focus of this clinical course is to provide the athletic training student a supervised clinical practicum experience. Student can expect to complete between 70-90 hours during this clinical experience for the first semester sophomore AT major students under the supervision of a preceptor. Students will not obtain more than 20 hours per week. This clinical experience introduces the unique features of male and female sports and covers clinical integration proficiencies associated with ATTR 301, BIOL 233 and ATTR 250. The course includes limited classroom lecture, practical applications and educational competency and clinical proficiency completion for the purpose of review and assessment. The didactic component of this course evaluates educational competencies from ATTR 195. Prerequisite: Admission to the Professional Phase of the Athletic Training Program (ATEP), current CPR/ AED for the Professional Rescuer Certification, current First Aid Certification and current PA State child abuse/criminal background/fingerprinting clearances.

##### ATTR 221 Athletic Training Practicum II 2

The focus of this clinical course is to provide the athletic training student a supervised clinical practicum experience. Each student will complete a minimum of 70 hours of specialized clinical education experience for the second semester sophomore AT major students under the supervision of an preceptor. Students will not obtain more than 20 hours per week. This clinical experience focuses on training, injury recognition/evaluation, and rehabilitation of the lower extremity, and how that differs with a variety of sports and physical activities and covers clinical integration proficiencies associated with ATTR 275, ATTR 371, BIOL 234, EXSC 351. The course includes limited classroom lecture, practical applications and educational competency and clinical proficiency completion for the purpose of review and assessment. The didactic component of this course evaluates educational competencies from ATTR 301, BIOL 233, and ATTR 250. Prerequisite: None.

**ATTR 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 ATTR 195. Lab fee.

**ATTR 275 Sports Nutrition and Conditioning** 3

This course is related to two specialized content The educational competencies and clinical skills housed in this course focus on the content area of Prevention and Health Promotion (Educational Competencies, 5th ed. National Athletic Trainers' Association). The format of this class will involve two (2) hours of in class lecture time with two (2) additional hours of laboratory activity to accommodate the didactic and clinical content housed in this course. Course content will include: basic nutritional concepts, sports nutrition, supplementation and performance enhancing substances as well as concepts related to the practice of fitness and wellness screenings and fitness testing. This course will also introduce students to the process needed to design a fitness program based on the interpretations and/or wellness screening. Prerequisites: Minimum grade of C in BIOL 233, or permission of the instructor."

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

This course focuses on immediate care and prevention of common injuries related to individuals completing sport activities, conditioning programs and other physical activity. It serves as an introduction to pathology, signs and symptoms recognition of common injuries, 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. Special attention is given to specific "Statements" by the National Athletic Trainer's Association. Prerequisite: Minimum grades of C in ATTR 195 and concurrent enrollment in BIOL233, or permission of instructor.

**ATTR 320 Athletic Training Practicum III** 2

The focus of this clinical course is to provide the athletic training student a supervised clinical practicum experience. Each student will complete a minimum of 70 hours of specialized clinical

education experience for the first semester junior Athletic Training students under the supervision of a preceptor. Students will not obtain more than 20 hours per week. This clinical experience focuses on training, injury recognition/evaluation, and rehabilitation of the upper extremity, and how that differs with a variety of sports and physical activities and covers clinical integration proficiencies associated with ATTR 375, ATTR 372 and EXSC 352. The course includes limited classroom lecture, practical applications and educational competency and clinical proficiency completion for the purpose of review and assessment. The didactic component of this course evaluates educational competencies from ATTR 275, ATTR 371, BIOL 234 and EXSC 351. Prerequisite: None.

**ATTR 321 Athletic Training Practicum IV** 2

The focus of this clinical course is to provide the athletic training student a supervised clinical practicum experience. Each student will complete a minimum of 70 hours of specialized clinical education experience for the second semester junior Athletic Training students under the supervision of a preceptor. Students will not obtain more than 20 hours per week. This clinical experience focuses on the use of therapeutic exercise and rehabilitation techniques and general medical aspects of illnesses and conditions common in sports and physical activity. Clinical integration proficiencies covered are associated with ATTR 370, and ATTR 425. The course includes limited classroom lecture, practical applications and educational competency and clinical proficiency completion for the purpose of review and assessment. The didactic component of this course evaluates educational competencies from ATTR 372, ATTR 375, and EXSC 352. Prerequisite: None.

**ATTR 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 for all Athletic Training Students. Prerequisite: Minimum grade of C in BIOL 233.

**ATTR 371 Lower Extremity Evaluation** 3

This course will provide theories and techniques focusing on pathology 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. Evidence-based medicine

topics pertaining to diagnosis will be introduced and discussed relative to lower extremity evaluation. Skill mastery is obtained through practice, evaluation-feedback, and testing during lecture and lab activities. Prerequisite: Minimum grade of C in BIOL 233.

#### **ATTR 372 Upper Extremity Evaluation 3**

This course will provide theories and techniques focusing on pathology 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. Evidence-based medicine topics pertaining to diagnosis will be introduced and discussed relative to upper extremity evaluation. Skill mastery is obtained through practice, evaluation-feedback, and testing during lecture and lab activities. Prerequisite: Minimum grade of C in BIOL 233.

#### **ATTR 375 Therapeutic Modalities 4**

The course is an overview of the physical, chemical, and mechanical modalities utilized in treating injuries and illnesses. Topics will include the components, function, indications and contraindications, and physiological responses of each modality. Concepts include selection of appropriate modality per condition, protocol for use, and ramifications of improper use. This course is required for Athletic Training Students. Prerequisite: Minimum grade of C in BIOL 233.

#### **ATTR 420 Athletic Training Practicum V 2**

The focus of this clinical course is to provide the athletic training student a supervised clinical practicum experience. Each student will complete a minimum of 70 hours of specialized clinical education experience for the first semester senior Athletic Training Students under the supervision of a preceptor. Students will not obtain more than 20 hours per week. This clinical experience focuses on professional preparation, which includes increased administrative responsibilities and supervised autonomy. Included are protocols and safety issues as they relate to sports requiring specialized protective athletic equipment. Clinical integration proficiencies will focus on topics presented in ATTR 475. The course includes limited classroom lecture, practical applications and educational competency and clinical proficiency completion for the purpose of review and assessment. The didactic component of this course evaluates educational competencies from ATTR 370 and ATTR 425. Prerequisite: Minimum grade of C in all of the following: ATTR 370, 371, 372, 375, 425.

#### **ATTR 421 Athletic Training Practicum VI 2**

The focus of this clinical course is to provide the athletic training student a supervised clinical practicum experience. Students will complete a minimum of 70 hours. Each student will complete 90-100 hours of specialized clinical education experience for the second semester of their senior year under the supervision of a preceptor. Students will not obtain more than 20 hours per week. This clinical experience focuses on professional preparation, which includes increased administrative responsibilities and supervised autonomy. Students will review clinical integration proficiencies from previous practicum courses in order to prepare for the Board of Certification Exam. This course will continue to encourage increased administrative responsibilities and supervised autonomy of the ATS at the clinical site. Each student will construct and present a professional case study of publication quality. The course includes limited classroom lecture, practical applications and educational competency and clinical proficiency completion for the purpose of review and assessment. The didactic component of this course evaluates educational competencies from ATTR 370, ATTR 360 and ATTR 425. Prerequisite: Minimum grade of C in ATTR 420.

#### **ATTR 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 BIOL 234.

#### **ATTR 450 Senior Seminar 3**

This course serves as the culminating senior experience for the ATEP and as preparation for the professional world of athletic training. The students will engage in current issues facing the athletic training profession by investigating local, regional and national topics involving the National Athletic Trainers' Association, the Eastern Athletic Trainers' Association and the Pennsylvania Athletic Trainers' Society. Students will also focus on preparation for the Board of Certification examination. This is an intensive writing course. Each student will construct and present a professional case study of publication quality. Prerequisites: Senior status within the ATEP.

**ATTR 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. Specific attention will be given to clinical algorithms and evidence-based medicine. Physicians are an integral component of this course as they share their expertise. Prerequisites: Minimum grade of C in ATTR 371, ATTR 372 and ATTR 425.

**EXERCISE SCIENCE COURSE DESCRIPTIONS**

**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. Students are introduced to, and practice, different mechanisms for communication: oral presentations, bulletin board presentations, and informational newsletters.

**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 220 Basic Nutrition Science** 3

This course focuses on the basic functions of nutrients, their influence on disease prevention and health promotion, and the specific nutrient requirements throughout the lifecycle. Tools for designing a healthy diet, weight control, nutrition for fitness and sports, and consumer issues will be addressed. Course limited to Exercise Science and Nursing majors and Sport and Coaching

minors. Pre-requisites: BIOL 104 or 152; or CHEM 112 or 118.

**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 BIOL 233 and BIOL 234 (or enrolled concurrently).

**EXSC 250W Research Methods in Biokinetics** 3

This course will examine contemporary research methods utilized in exercise science and athletic training. Emphasis will be placed upon learning science sufficiently well with the goal of preparing the students for critical consumption of research. It introduces the design and application of research projects measuring cognitive, affective and psychomotor performance. It includes the introduction of statistical procedures and the interpretation of published research in the disciplines of exercise science and athletic training. This class includes lectures, discussions and a variety of written projects.

**EXSC 260 Strength Training** 3

This course is designed to provide a comprehensive overview of strength and conditioning training. Emphasis is on placed on exercise technique and program design. Through this course students will learn how to demonstrate and teach proper exercise techniques. The design and implementation of safe and effective strength training and conditioning and personal training programs will be emphasized

**EXSC 298 Fitness Leadership** 2

This course prepares students to promote fitness in a variety of venues and to a range of population groups. Students apply previously learned concepts of health and fitness to the process of leading groups in exercise and presenting educational seminars. Prerequisite: Minimum grade of C in EXSC 140 and EXSC 200.

**EXSC 310 Aging, Health, and Physical Activity** 3

This course is designed to assist the student in developing an understanding of the multifaceted changes which occur with age and an appreciation

of how these changes impact future behavior. Emphasis is placed on the evaluation of physical, psychological and social changes which accompany advancing age. The impact of lifestyle factors on the quality of life are examined with special emphasis on the role of physical activity in healthy aging. The social responsibility of Christians to respect and care for older adults is also discussed. Open to Social Work and Psychology majors. Prerequisite: Minimum grade of C in one of these courses: BIOL 104, 151, 152, or 233.

**EXSC 351 Kinesiology** 3

This course involves the study of human movement from anatomical, biomechanical and neuromuscular perspectives. Emphasis is placed on muscles, joints and connective tissues. Students are required to analyze specific motions and or exercises with respect to joint actions, muscle activity and the mechanical principles that apply to the specific skill. Prerequisite: Minimum grade of C in BIOL 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 grade of C in BIOL 234.

**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 PSYC 100.

**EXSC 395 Field Assessment Skills and Techniques** 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: Minimum grade of C in EXSC 352.

**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: Minimum grade of C in EXSC 220 and 352.

**EXSC 445 Exercise Science Research** 1-3

The purpose of this course is to provide the undergraduate student with a mentored learning experience in exercise science research. It is an advanced elective course in which the student, under faculty direction, will select a topic of interest, conduct a comprehensive literature review, propose a thesis, develop and execute a study, interpret the data, establish a conclusion and finally disseminate the project results via poster or platform presentation. This course can only be taken with approval by the chair. Prerequisite: Minimum grade of C in EXSC 250W and EXSC 352.

**EXSC 451 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. Course to be taken in 3rd or 4th year of study in Exercise Science.

**EXSC 453 Exercise Prescription and 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 EXSC 395.

**EXSC 465 Exercise for Special Health Populations** 3

This course serves as a culminating senior experience and 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: Minimum grade of C in BIOL 234 and EXSC 353 (or concurrent).

**EXSC 495 Internship** 2-12  
Internships are independent field experiences arranged and supervised by the exercise science internship coordinator. 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 exercise science internship coordinator. Additional sites may be considered upon approval of exercise science internship coordinator. Application must be made during registration in the semester prior to the intended experience. Prerequisite: Minimum grade of "C" in EXSC 395 and EXSC 453 or with permission of the chair.

**EXSC 498 Field Experience in Fitness Leadership** 1  
This course is the second of a two semester sequence which is designed to provide the student with practical experience in leading group exercise. The field experience will require 40 hours of observation/participation in group exercise instruction and related activities. The major component of this course will involve student observation of a skilled life fitness instructor. From this observation students will be required to apply the observed techniques in the development of two group exercise sessions. Students will then lead the class in the respective group activity. Moreover, in order to expand their observational experience, students will also be required to observe two additional group exercise instructors in an activity un related to that which they are assigned. For example, if a student is assigned to the Pilates Life Fitness course, he or she will be required to observe two additional activity courses like circuit training and aerobic dance. Prerequisite: Minimum grade of C in EXSC 298.

### **LIFE FITNESS COURSE DESCRIPTIONS**

**KINE 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., yoga, pilates, boot camp, strength training, zumba, etc.). Each course requires regular, vigorous participation for the purpose of fitness so regular attendance is mandatory. Each student must take one KINE 100 for credit to meet the University's core requirement. Repeating KINE 100 in a different activity will not accrue additional credit toward graduation.

**KINE 101 Life Fitness for College Athletes** 1  
May fulfill the requirement for varsity athletes in the season of their sport. (Registration eligibility to be determined by Athletics and Biokinetics Departments.)

## **LANGUAGES AND CULTURAL STUDIES**

The LANG prefix designates foreign language and linguistics study when the language offered is not one listed.

Language majors study abroad to assure a certain level of fluency and firsthand experience living in the target culture. Most students go abroad for one semester; however majors may opt to study for two semesters abroad to attain greater proficiency in the language. 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.

Spanish majors must demonstrate their oral and written proficiency before graduation by completing the Oral Proficiency Interview via computer (OPIc) and the American Council for the Teaching of Foreign Languages (ACTFL) Written Proficiency assessment. These two assessments will be conducted on Eastern's campus via computer. Note: All fees must be paid with the application, either by credit card or by check made out directly to LTI. Eastern University does not receive any fees for this testing service.

### **What is the OPIc?**

The OPI is a proficiency test administered through Language Testing International, the exclusive

licensee of the American Council on the Teaching of Foreign Languages (ACTFL). The OPIc measures how well you speak a language by comparing your performance with the criteria described in the ACTFL Proficiency Guidelines - Speaking (Revised 1999). It is administered via computer and secure internet connection. As a Spanish major you must take the OPIc on campus following your semester abroad (\$70 fee) to assess your oral proficiency. You will be awarded a certificate from ACTFL that documents your level which may be required for employment or for teaching certification. The national benchmark established by ACTFL is Advanced Low; for the State of Pennsylvania it is Intermediate High. However, given the immersion experience required by the program through a semester of study abroad, Eastern expects Spanish majors to obtain Advanced Low.

*To prepare for the test, you should complete the OPIc Demo.* No username and password are needed, just click Start Demo. Complete the background information survey. You should be asked one test question (e.g. what is the weather) and about seven interview questions based on your responses to the survey. <http://opicdemo.actfltesting.org/>

*ACTFL Proficiency Levels.* You should familiarize yourself with the ACTFL Proficiency Levels at: <http://actflproficiencyguidelines2012.org/>

**What is the ACTFL Writing Proficiency Test (WPT)?**

The WTP measures how well you write in a language by comparing your performance with the criteria described in the ACTFL Proficiency Guidelines – Writing (Revised 2001). The test is delivered via the internet. The candidate responds to prompts in English to assure the candidate fully comprehends the prompt. Students are required to take the OPIc and the WPT the semester prior to student teaching. The benchmark level for teaching is Intermediate High

**COURSE DESCRIPTIONS**

**LANG 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.

**LANG 350 The Teaching of Modern Languages** 3  
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, assessment, indi-

vidual learning styles, materials design and the use of new technologies in instruction. Course should be taken senior year before student teaching.

**LANG 495 Internship** 2-12  
A supervised internship in an off-campus organization, in the United States or abroad, that is language or 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. Forty hours of work is equivalent to one credit hour.

**THE MINOR IN FRENCH**

Eighteen hours in French which may include FREN 101-102 and 201, 202.

*NOTE: Students may petition to complete an individualized French major (32 credits) in conjunction with coursework taken abroad. See the Chair of the Language Department for details.*

**COURSE DESCRIPTIONS**

**FREN 101–102 Elementary French** 3-3  
Basic grammar and vocabulary with a focus on oral skills. Topics of French culture are included.

**FREN 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.

**FREN 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.

**FREN 305 Francophone World (in English)** 3  
This course is taught in English and is predominantly a film course looking at the French-speaking cultures from different regions of the world: West Africa, South East Asia, the Caribbean and North America (Quebec). Themes will include colonization, independence, ethnic/religious/ racial diversity, post colonialism and globalization. This course counts as Knowledgeable about Global Diversity and will not apply to the French minor or language requirement.

**FREN 310 French Phonetics and Phonology** 3  
The course is designed to help students improve their pronunciation of French and their ability to

recognize a variety of Francophone accents. The course will also help K-12 French teachers instruct their future students in the correct pronunciation of the French language.

**FREN 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.

**FREN 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 FREN 301, 302.

## German

**GERM 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.

**GERM 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

**GREE 101-102 Biblical Greek** 3-3  
An introductory study of biblical (Koine) Greek. Two semesters.

**GREE 201 Intermediate Greek** 3  
Continuing study of biblical (Koine) Greek. Prerequisites: Minimum grades of C in GREE 101-102.

**GREE 301 Greek Exegesis** 3  
Reading, translation and exegesis of selected texts from the Greek New Testament. Prerequisite: Minimum grade of C in GREE 201 or permission of the instructor. Offered infrequently. This course counts as a biblical studies elective for students who are earning a major in Biblical Studies on the Biblical Languages track.

## Hebrew

**HEBR 101-102 Biblical Hebrew** 3-3  
An Rintroductory study of the fundamentals of Hebrew vocabulary, morphology, and syntax. Texts from diverse time zones will be translated, including Genesis, Isaiah and Ruth.

**HEBR 201 Intermediate Hebrew** 3  
Continuing study of classical Hebrew including reading and grammar. Prerequisites: Minimum grades of C in HEBR 101-102.

**HEBR 301 Hebrew Exegesis** 3  
Reading, translation and exegesis of selected texts from the Hebrew scriptures. Prerequisite: Minimum grade of C in HEBR 201 or permission of the instructor. Offered infrequently. This course counts as a biblical studies elective for students who are earning a major in Biblical Studies on the Biblical Languages track.

## Spanish

### THE MAJOR FOR THE B.A. IN SPANISH

*Students not pursuing K-12 teaching certification are encouraged to complete a second major and internship in Spanish to gain professional skills.*

*The following requirements are beyond the SPAN 201, 202 level.*

SPAN 301	Conversation through Film and Text	3
SPAN 302W	Critical Thought, Conversation, and Writing	3
SPAN 310	Spanish Phonetics and Phonology	3
SPAN 401	Spin: from Fragmentation to Unified Mosaic	3
SPAN 402	Latin American's Unbridled Reality	3
SPAN 403	Early Spanish Literature	3
SPAN 404	Modern Spanish Literature	3
SPAN 408	Advanced Spanish Syntax and Translation	3
SPAN 409	Colonial and 19th Century Latin American Identity	3
SPAN 410	Studies in Modern Spanish American Literature	3
SPAN 415	Hispanic Life and Worldview	2
<i>Total Credit Hours:</i>		<u>32</u>

One semester of study abroad is required for the major. A minimum of fifteen credits for the major must be taken at Eastern.

### THE MINOR IN LATIN AMERICAN STUDIES

*Cannot be combined with either the Major for the BA in Spanish or with the Minor in Spanish.*

Eighteen hours to include SPAN 201, 202, 301, 302W, 402, and either 409 or 410. It is recommended that at least two of these courses be taken abroad in Latin America.

### 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 SPAN 101–102 and 201, 202. Courses taught in English will not count towards a major or minor in Spanish.

### COURSE DESCRIPTIONS

**SPAN 101-102 Elementary Spanish** 3-3  
Basic grammar and vocabulary, written and oral exercises, introductory readings. Emphasis on developing communication skills.

**SPAN 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.

**SPAN 230A Concepts of Health and Sickness in the Hispanic World** 3  
The course is designed for students to communicate more effectively both linguistically and culturally with Spanish-speaking patients and their families, particularly those of indigenous backgrounds. Students will acquire some basic vocabulary and structures for conversing with patients in Spanish. The course will also explore common concepts related to sickness in the Hispanic world through texts written by Latin American authors with the purpose of better understanding ideas about healthcare and related practices often held by Hispanic immigrants to the U.S. No prerequisite but having studied 1-2 years of high school Spanish is helpful. This course fulfills the Knowledgeable about Global Diversity general education requirement.

**SPAN 301 Conversation through Film and Text** 3  
Focus on the oral use of the target language with regular student oral presentations, role plays and interviews. Journalistic and literary readings will serve as input for class discussions, and also as a model for students' development in academic writing in the target language.

**SPAN 302W Critical Thought, Conversation and Writing** 3  
Focus on the process of critical thinking with the development of academic writing in the target

language. The oral use of the target language in discussion of literary texts and scholarly articles is stressed. This is a writing-intensive course.

**SPAN 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.

**SPAN 401 Spain: from Fragmentation to Unified Mosaic** 3  
This comprehensive study of Spanish culture will take students from Pre-Roman Spain to the unified Spain of the present. The course explores Spain's history, geography, arts, languages and traditions through text readings, newspapers and magazine articles, songs, film and literary excerpts. Students will also access web sites with links to relevant themes in the Internet. Emphasis is on continued development of students' oral proficiency.

**SPAN 402 Latin America's Unbridled Reality** 3  
This course will cover notable contributions of Latin Americans in art, film, music, politics and history. Emphasis is on continued development of students' oral proficiency through discussion, description and narration. Prerequisites: Minimum grade of B in SPAN 302W or equivalent. This course fulfills the Knowledgeable about Global Diversity general education requirement.

**SPAN 403 Early Spanish Literature** 3  
Students in this course will explore key Spanish literary works from Medieval, Renaissance and Golden Age periods. Through these readings students discover how Spanish culture was shaped by those who conquered Spain (Muslims), those who were conquered by Spain (Spanish America) and by the cultures of Western Europe. Prerequisites: Minimum grade of B in SPAN 302W or equivalent.

**SPAN 404 Modern Spanish Literature** 3  
Students in this course will explore key Spanish literary works from such periods as Romanticismo, Realismo, "Generación del 98", Vanguardismo and Posguerra Civil Española. Through these readings students will grasp the impact of important cultural movements through Spain's recent history, its struggle in establishing a constitution and choosing a lasting form of government, its military confrontations and long dictatorship in the last cen-

tury, and its present democracy that aligns Spain with the European Union. Prerequisites: Minimum grade of B in SPAN 302W or equivalent.

**SPAN 408 Advanced Spanish Syntax and Translation** 3

This course is taken after study abroad. It includes a thorough review of grammatical structures and idioms to assure the fluency developed abroad is reinforced with the accurate use of the language. Students practice these advanced structures orally in role plays and interviews with the goal of achieving Advanced Low proficiency on the ACTFL scale. Additionally students learn to translate short texts from Spanish to English and English to Spanish. Prerequisites: Study abroad or department approval.

**SPAN 409 Colonial and 19th Century Latin American Identity** 3

This course will cover some of the most notable Latin American texts prior to the 20th century as they relate to questions of identity in the New World, particularly of the Indian, the female, the mestizo and the slave. Emphasis is on continued development of students' oral proficiency through discussion, description and narration. Prerequisites: Minimum grade of B in SPAN 302W or equivalent.

**SPAN 410 Modern Spanish-American Literature** 3

The study of notable texts of the 20th and 21st centuries (narrative and poetry) that explore themes of misogyny, racial belonging, class identity and political struggle as a means by which students can develop an understanding of Latin Americans they interact with in the U.S. and abroad. Emphasis is on the continued development of students' oral proficiency through discussion, description and narration. Prerequisites: Minimum grade of B in SPAN 302W or equivalent.

**SPAN 415 Hispanic Life and Worldview** 2

This course provides an opportunity for the Spanish major to reflect on the importance of speaking a second language in their development as an individual and as a Christian, and to investigate values within the area of family dynamics, educational settings, individual identity, religious practices and commonly shared cultural beliefs of a particular Hispanic country while studying abroad. Students will enroll in the course in the semester following their study abroad semester. Reading and survey topics will be available to them during study abroad in order for them to carry out the ethnographic research necessary for the course. Students will read the related materials, observe and/or participate in events, and

interview local informants while abroad. This information will be used to make presentations and to write a research paper for the course.

**SPAN 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.

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**MANAGEMENT**

See Business Programs

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**MARKETING**

See Business Programs

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**MATHEMATICS**

**THE MAJOR FOR THE B.A. IN MATHEMATICS**

<b>MATH 160,</b>	Calculus I, II, III	9
<b>161, 214</b>		
<b>MATH 240</b>	Discrete Mathematics	3
<b>MATH 244</b>	Linear Algebra	3
<b>MATH 350</b>	Advanced Calculus	3
<b>MATH 422</b>	Foundations and Philosophy of Mathematics	3
	<i>Choose two of the following three courses:</i>	6
<b>MATH 404W</b>	Real Analysis	
<b>MATH 414W</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>CSCI 200</b>	Introduction to Programming (C++)	3
<b>PHYS 101,102</b>	Introduction to Physics	8
	<i>Total Credit Hours</i>	<u>50</u>

*Recommended: A minor in another subject, such as astronomy, business, chemistry or philosophy.*

**THE MINOR IN MATHEMATICS**

Eighteen hours to include MATH 160, 161, 214, and nine credits from MATH 240, 244, 300, 310, 315, 320, 340, 350, 380, 404, 414 or 415.

**PRE-ENGINEERING CONCENTRATION**

The B.A./M.S. agreement between Eastern University and Villanova University leads students to the B.A. from Eastern University in Mathematics and the M.S. from Villanova University in one of seven tracks.

## Program Requirements

Students at Eastern University must be enrolled in Eastern University's full-time B.A. in Mathematics program to be considered for the program.

Students must complete the required slate of courses at Eastern University (see below) Students must score no lower than B- in any of these courses and must maintain a minimum cumulative GPA of 3.0 in these courses (not in overall GPA). If the student's cumulative GPA in the required EU courses falls below a 3.0, they will be placed on program probation for one semester. If the probation semester does not raise the cumulative GPA to the 3.0 threshold, the student will be disqualified from the program. At least 10 of the courses listed below must be completed before the student can enroll in undergraduate engineering courses at Villanova.

## Required Eastern University Courses (55 credits)

CSCI 200	Introduction to Programming – C++	3
MATH 160	Calculus I	3
MATH 161	Calculus II	3
MATH 214	Calculus III	3
MATH 240	Discrete Mathematics	3
MATH 244	Linear Algebra	3
MATH 300	Differential Equations	3
MATH 350	Advanced Calculus	3
	Three additional MATH courses at the 300 Level or above	9
	Two additional MATH courses at the 400 level or above	6
CHEM 121	General Chemistry I	3
CHEM 122	General Chemistry II	3
CHEM 123	General Chemistry Lab I	1
CHEM 124W	General Chemistry Lab I	4
PHYS 101	Introduction to Physics I	4
PHYS 102	Introduction to Physics II	4

In addition to the Eastern University courses, students must complete undergraduate Engineering courses at Villanova as prerequisites for the M.S. Engineering tracks. The number of required undergraduate credits for each track are given below. Specific course lists are available for the Pre-Engineering Advisor in Eastern's Mathematics Department.

## Engineering Tracks

*required prerequisite undergraduate credits from Villanova University*

Cybersecurity	11 credits
Electrical Engineering	20 credits
Mechanical Engineering (Thermal Fluids Track)	9 credits

Mechanical Engineering (Mechanics of Materials Track)	12 credits
Mechanical Engineering (Dynamics/ Controls Track)	15 credits
Sustainable Engineering (Water Shed or Environmental Tracks)	15 credits
Water Resources and Environmental Engineering	11 credits

## COMPUTER SCIENCE COURSE DESCRIPTIONS

### CSCI 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. Satisfies the quantitative reasoning general education requirement.

### CSCI 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. Prerequisite: MATH 240.

## 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 and satisfies the quantitative reasoning general education requirement.

### MATH 107 Mathematical Perspectives for Educators 3

This course will explore the fundamental concepts of geometry and algebra along with their historical development. This course is appropriate for any student who intends to teach at the elementary or middle school level.

### MATH 140 College Algebra 3

This course will explore techniques for solving a variety of algebraic equations involving linear, quadratic, exponential, and logarithmic functions. These techniques will be used in solving problems

involving the graphical and algebraic representation of quantitative data using these functions. In addition, inequalities and systems of equations will be studied. This course is intended for any student who is preparing to take Pre-calculus or any other course requiring these algebraic skills and satisfies the quantitative reasoning general education. Any student who has received credit for Pre-calculus (Math 150) or any higher level math course may not take this course for credit.

**MATH 150 Pre-calculus** 3

An in-depth study of functions and graphical analysis. Polynomial, rational, trigonometric, inverse trigonometric, exponential and logarithmic functions will be studied. A student who has successfully taken calculus in high school may not take this course for credit. Prerequisite: None. Satisfies the quantitative reasoning general education requirement.

**MATH 160 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. Satisfies the quantitative reasoning general education requirement.

**MATH 161 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 160. 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 161. 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. 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. Satisfies the quantitative

reasoning general education requirement. Credit earned only once for BUSA 221, MATH 220, PSYC 220, or SOCI 220.

**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 244 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 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 161. Offered fall of alternate years.

**MATH 310 Number Theory** 3

An introduction to elementary number theory and its applications, particularly in the field of cryptography. Prerequisite: Minimum grade of C in MATH 240.

**MATH 315 Probability** 3

This course is a rigorous introduction to the field of probability. It will cover the mathematical theory of probability, and applications of the theory to a variety of real-world problems. Prerequisite: Minimum grade of C in MATH 161 and 240.

**MATH 320 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 340 Geometry** 3

A study of Euclidean and hyperbolic geometry. The postulates and principal definitions and theorems of these two geometries will be studied and compared. Other non-Euclidean geometries will also be introduced.

**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.

**MATH 380 Chaotic Dynamical Systems** 3  
This course will explore discrete dynamical systems, including orbits, graphical analysis, fixed point methods, bifurcation, the quadratic family and chaos.

**MATH 404W 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. Writing-intensive course. Prerequisite: Minimum grade of C in MATH 161.

**MATH 410 Teaching of Mathematics – Secondary Level** 3  
A variety of activities to facilitate the development of competent mathematics teachers and knowledge related to the development and implementation of strategies for teaching mathematics. These activities include the use of technology in the classroom as well as teaching benefits of both pure mathematics (as it relates to the development of analytical thinking) and applied mathematics with some treatment of word problem solving. Offered alternate years to meet demand.

**MATH 414W Abstract Algebra** 3  
The properties of formal systems such as groups, rings and fields. The approach is axiomatic. Writing-intensive course. Prerequisite: Minimum grade of C in MATH 240.

**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 Foundations and Philosophy of Mathematics** 3  
This culminating senior experience course in mathematics major provides an introduction to mathematical philosophy with a consideration of the logical foundations of mathematics, its culture and practices. Also includes a development of the number systems. A broad review of mathematics will be done in preparation for the ETS Major Field test.

## MISSIOLOGY AND ANTHROPOLOGY

### THE MAJOR FOR THE B.A. IN MISSIOLOGY AND ANTHROPOLOGY

ANTH 101	Cultural Anthropology	3
ANTH 201	People in Places	3
ANTH 251W	The Discovery of Foreign Worlds	3
ANTH 320	Language and Culture	3
ANTH/MISS	Elective	3
ANTH/MISS	elective may include	3
MUSI 250	Music in World Cultures <i>or</i>	
PSYC 324	Cross-Cultural Psychology	
MISS 100	Introduction to Christian World Missions	3
MISS 220	Biblical Perspectives on Missions	3
MISS 310	Missionary Anthropology: Theory and Practice	3
MISS 420	Contemporary Issues in Missiology and Anthropology	3

*Choose one of the following:* 3

BIBL 265	Biblical Hermeneutics <i>or</i> a course on a book of the New Testament	
<i>Subtotal Credit Hours:</i>		<u>30</u>

### 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 in Anthropology	3
ANTH 401	Ideas in Anthropology	3
<i>Subtotal Credit Hours:</i>		<u>15</u>

### Missions Concentration

ANTH 310	Comparative Religions	3
MISS 200	Expansion of the World Christian Movement	3
MISS 395	Field Experience in Missiology	3
MISS 401	Ideas in Missiology	3
THEO 240/ HONR 240	Theological Thinking	3
<i>Subtotal Credit Hours:</i>		<u>15</u>
<i>Total Credit Hours:</i>		<u>45</u>

*Other Requirements:*

Theology core requirement must be filled by THEO 210.

### THE MINOR IN ANTHROPOLOGY

Eighteen credits, to include ANTH 101; ANTH 102 or 103 OR THEO 240; ANTH 251; ANTH

320 plus two ANTH or INST 213-218 as electives.

### **THE MINOR IN MISSIOLOGY**

Twenty-one hours of Missions courses including MISS 100, 200, 220, 310 and ANTH 101. May include Missiology-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 251W The Discovery of Foreign Worlds 3**

This writing intensive 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 Christ and Culture 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 395 Field Experience in Anthropology** 3  
Students identify a community to study, either in the local area or abroad, collect data on the community using ethnographic methods, and write a paper describing the results. A formal presentation of the work is made to an audience that may include family and friends. Data may be collected in the summer prior to registering for the class, pending consultation with the professor.

**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.

#### **MISSIOLOGY COURSE DESCRIPTIONS**

**MISS 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.

**MISS 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.

**MISS 220 Biblical Perspectives on Missiology** 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 BIBL 101, 102.

**MISS 310 Christ and Culture** 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: MISS 100.

**MISS 395 Field Experience in Missiology** 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. A paper is written, and a formal presentation of the work is made to an audience that may include family and friends.

**MISS 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 understandings 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: MISS 100

**MISS 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 non-Western 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 MISS 401.

## MUSIC

Audition Required.

### THE MAJOR FOR THE B.A. IN MUSIC

Core courses required for all concentrations:

MUSI 101	Music Skills (may be exempt by examination)	3
MUSI 104, 203, 204, 304	Musicianship I, II, III, IV	3, 3, 3, 3
MUSI 302	Composition, Orchestration and Arranging	3
MUSI 305, 306W, 405	Music Connections I, II, III	3, 3, 3
MUSI 381	Instrumental Conducting and Procedures	2
MUSI 382	Choral Conducting and Procedures	2
MUSI 105, 106	Piano Class I, II (may be exempt by examination)	1, 1
MUSI 125, 126	Voice Class I, II (may be exempt by examination)	1, 1
MUSI 438	Music Career Management (Music Education students are exempt)	2
MUSI 440	Ensemble	6
	Senior Recital	0
	<i>Subtotal Credit Hours:</i>	<u>36-43</u>

### GENERAL CONCENTRATION

Applied Major	(Private lessons in student's performing medium)	8
Music electives		6
MUSI 999	Music Recital and Repertory	0
	<i>Subtotal Credit Hours:</i>	<u>14</u>
	<i>Total Credit Hours:</i>	<u>50-57</u>

Note: Voice majors must take Vocal Diction: Italian, Latin and English, German, and French to satisfy four credits of music electives.

### PROFESSIONAL CONCENTRATIONS

#### CHURCH MUSIC CONCENTRATION

Applied Major	(Private lessons in student's performing medium. Voice majors take MUSI 137, 138, 237, 238 plus 12 credits of voice lessons)	16
Applied Minor	(Private lessons in student's secondary performing medium)	4
MUSI 351	Church Music Repertoire	2
MUSI 352	The Philosophy and Administration of Music Ministry	2
MUSI 411	The History and Practice of Christian Worship	2
MUSI 412	Hymnology	2

MUSI 415	Graded Choir Methods and Materials	2
MUSI 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>77-84</u>

### COMPOSITION/ELECTRONIC MUSIC CONCENTRATION

MUSI 145	Electronic Music	2
MUSI 223, 224	Composition I, II	2, 2
MUSI 323, 324	Composition III, IV	2, 2
MUSI 423, 424,	Composition V, VI,	2, 2
MUSI 434	Writing for Instruments	3
MUSI 438	Music Career Management	2
MUSI 461, 462	Apprenticeship I, II	1, 1
	<i>Subtotal Credit Hours:</i>	<u>21</u>
	<i>Total Credit Hours:</i>	<u>57-64</u>

### CONTEMPORARY MUSIC CONCENTRATION

MUSI 145	Electronic Music	2
MUSI 195/196	Private Lessons	8
MUSI 353	Contemporary Music Production	3
MUSI 354	American Popular Music Since World War II	3
Semester Away	Contemporary Music Center in Nashville	15
MUSI 495	Internship (at CMC in Nashville)	12
	<i>Subtotal Credit Hours:</i>	<u>40</u>
	<i>Total Credit Hours:</i>	<u>76-83</u>

NOTE: The internship is limited and requires an application prior to acceptance.

### MUSIC EDUCATION CONCENTRATION

All Music Education Concentration students must elect SPAN 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.

Applied Major	(Private lessons in student's performing medium. Voice Majors take MUSI 137, 138, 237 and 238 plus 10 credits)	14
MUSI 173, 173L	String Instruments I, II	
174, 174L	with Labs	1, 1

MUSI 250	Music in World Cultures	3
MUSI 273, 273L	Woodwind Instruments I, II	
274, 274L	with Labs	1, 1
MUSI 333, 334	Elementary/Secondary Music	
	Methods and Materials	3, 3
MUSI 371, 371L	Brass Instruments I, II	
372, 372L	with Labs	1, 1
MUSI 473, 473L	Percussion Instruments and Lab	1
	<i>Subtotal Credit Hours:</i>	<u>30</u>

*Professionally related courses:*

EDUC 200	Social and Philosophical	
	Foundations of Modern Education	3
EDUC 201	Introduction to Special Education	3
EDUC 205	Child Development <i>or</i>	
EDUC 209	Adolescent Development	3
EDUC 211	Educational Psychology	3
EDUC 301	Evaluation and Assessment of	
	Students in Inclusive Settings	3
EDUC 384	Inclusive Education	3
EDUC 403	Reading Strategies for Middle and	
	Secondary Content Area	3
EDUC 410	Student Teaching	12
EDUC 412	Teaching English as a	
	Second Language	3
EDUC 420	Practicum	3
	<i>Subtotal Credit Hours:</i>	<u>39</u>
	<i>Total Credit Hours:</i>	103-110

NOTE: Music Education 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.

**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
MUSI 340	Junior Recital	0
MUSI 157, 158	Chamber Music	1, 1
MUSI 437	Pedagogy and Literature	2
	<i>Subtotal Credit Hours:</i>	<u>26</u>
	<i>Total Credit Hours:</i>	62-69

**THE MINOR IN MUSIC**

MUSI 101, 104, 203, 204; FA 110; 4 credits of electives (7 credits if exempt from MUSI 101) from Music history, conducting courses, and private lessons. Music electives may include 1 credit from MUSI

105, 106, 125, 126, 155, and no more than 2 credits of ensemble.

**COURSE DESCRIPTIONS**

**MUSI 101 Music Skills 3**

Music Skills is a course designed to introduce the student to some of the basic elements of music, including notation, harmony, and rhythm. Emphasis will be placed on developing familiarity with notation, note values and identification, scales, keys and simple rhythms. Computer instruction and hands-on exploration of electronic instrumentation will be covered and used extensively as an aid to understanding and to develop computer literacy in musical contexts. Musical projects will be recorded in the studio. This course also prepares the student for Musicianship I offered in the spring semester. Priority given to music majors.

**MUSI 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 MUSI 101 or demonstrated proficiency in treble and bass clef reading as approved by the instructor. Meets four hours weekly including MUSI 104L Musicianship I Lab. No fee applies.

**MUSI 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. *Due to limited space, registration will be forfeited if the student does not attend the first class meeting or make arrangements to be excused.*

**MUSI 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. *Due to limited space, registration will be forfeited if the student does not attend the first class meeting or make arrangements to be excused.*

**MUSI 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.

**MUSI 137 Vocal Diction: English 1**

The first of the four-semester sequence, this course instructs the student of voice on basic skills in International Phonetic Alphabet (IPA), Vowel and Consonant Chart, and English diction. Students must take the sequence in chronological order and must study private voice during each semester.

**MUSI 138 Vocal Diction: Latin and Italian 1**

The second of the four-semester sequence covering the principles of accurate pronunciation in Latin and English. Students must take the sequence in chronological order and must study private voice during each semester. Prerequisite: Minimum grade of C in MUSI 137.

**MUSI 145 Electronic Music 2**

This course is designed to provide those students who are inexperienced in the studio but musically inclined and familiar with some of the resources and skills used in various aspects of electronic studio music production. (Students should be able to work out simple known melodies by ear and write simple original tunes before taking this course.) Focus will be on the basics of the equipment necessary for the projects involved - MIDI systems, sampling and synthesizer keyboards and associated gear. It is designed to meet the needs of talented curious students who want to get direct feedback on their musical ideas, regardless of their personal preferences in music, and with a minimum of technical jargon. Piano proficiency is not required, but some experience on an instrument (i.e., guitar) is helpful. Students will become familiar with multi-track recording techniques, basic mixing, signal processing and editing. Increased computer literacy and awareness of musical form, aesthetic considerations and articulation are natural consequences of this course. Due to limited space, registration will be forfeited if the student does not attend the first class meeting or make arrangements to be excused. Priority given to music majors.

**MUSI 155 Basic Guitar Class 1**

A course offered for beginners who will learn the fundamentals of guitar as applied to praise music and folk/pop. The course covers basic playing techniques, chords, strumming patterns, and assembling a large song list. Offered each semester.

**MUSI 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.

**MUSI 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. Ensembles are open to all students by audition. Membership is required for both semesters.

**MUSI 168 Touring Choir 0-1**

The touring choir is selected from University Choir members by the director during 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.

**MUSI 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.

**MUSI 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.

**MUSI 191, 192 Instrumental Ensembles 1, 1**

One-year activity courses. Both semesters must be taken to receive credit. St. Davids Orchestra

Society, Eastern Winds, Eastern Jazz Ensemble, Jazz Combo, MIDI Ensemble, Percussion Ensemble, Flute Ensemble, and Eastern Strings are 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. Membership is required for both semesters.

**MUSI 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.

Bagpipes	Organ
Bass Trombone	Percussion
Bassoon	Piano
Clarinet	Saxophone
Computers in Music	Trombone
Double Bass	Trumpet
Flute	Tuba
French Horn	Viola
Guitar	Violin
Harp	Violoncello
Oboe	Voice

**MUSI 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 MUSI 203L Musicianship II Lab. Prerequisite: Minimum grade of C in MUSI 104. No fee applies.

**MUSI 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 MUSI 204L Musicianship III Lab. Prerequisite: Minimum grade of C in MUSI 203. No fee applies.

**MUSI 223, 224 Composition I, II 2, 2**

Composition I is an introduction to composition through private instruction. Prerequisite: Minimum grade of C in MUSI 104. Private lesson fee applies.

Composition II is a continuation of private study in composition. Prerequisite: Minimum grade of C in MUSI 203. Private lesson fee applies.

**MUSI 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 MUSI 138.

**MUSI 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 MUSI 237.

**MUSI 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 Knowledgeable about Global Diversity general education requirement.

**MUSI 255 Intermediate Guitar Class 1**

A course offered for those who have completed Basic Guitar Class or who are comfortable playing the guitar's basic chords. This class will seek to advance guitar skills for the playing of praise and worship guitar. The student will assemble a large praise song list, learn about the history and theology of hymns and praise songs, practice strumming and finger-picking patterns, and learn basic music theory. Techniques learned are applicable to various styles of music. Offered each semester.

**MUSI 273, 273L Woodwind Instruments I 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.

**MUSI 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.

**MUSI 302 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.

**MUSI 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 MUSI 304L Musicianship IV Lab. Prerequisite: Minimum grade of C in MUSI 204. No fee applies.

**MUSI 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. No fee applies.

**MUSI 306W 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. Writing-intensive course. Prerequisite: Minimum grade of C in MUSI 305.

**MUSI 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. Private lesson fee applies.

**MUSI 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.

**MUSI 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.

**MUSI 340 Junior Recital 0**  
A program of prepared repertoire demonstrating the performing achievement of the student.

**MUSI 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.

**MUSI 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.

**MUSI 353 Contemporary Music Production 3**  
Contemporary Music Production is a course designed to provide students with industry standard resources and skills used in various aspects of studio music production and recording. Focus will be on the applied functions and features of the equipment necessary for the projects involved - MIDI systems, sampling and synthesizer keyboards and associated gear, software synthesizers and

recording platforms including Digital Performer, Logic and Pro Tools. It is designed to meet the needs of talented students who want direct experience in digital audio engineering, manipulation and mixing. The course includes on and off-campus instruction and studio time as well as online access to instruction and review by recognized experts in the audio and music production fields. Internships will be available at several locations. Increased computer literacy and awareness of musical form, aesthetic considerations and articulation are associated and inevitable outcomes of this course.

**MUSI 354 American Popular Music Since World War II** 3

This is a music history course covering the determinate elements of American popular music from the 1940's to the present. We will listen to many examples of this music and discuss the evolution and development of musical styles, instrumentation, lyrical direction, and recording and production technology of music during this period. Beyond the strictly musical aspects there will be examination and discussion of how this music has and continues to impact social culture and even political thought.

**MUSI 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.

**MUSI 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.

**MUSI 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 MUSI 204.

**MUSI 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: MUSI 381.

**MUSI 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 MUSI 306.

**MUSI 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.

**MUSI 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.

**MUSI 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. Offered every three years.

**MUSI 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. Private lesson fee applies.

**MUSI 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. Offered in fall, odd years.

**MUSI 437 Pedagogy and Literature** 2

The course is offered in conjunction with private study. Methods of private teaching and repertoire development will be examined. Will include observation and teaching. Private lesson fee applies.

**MUSI 438 Music Career Management** 2

A course designed to assist the upper level music major in planning a career. Christian faith, performance and service, life management, artistic representation, strategic planning, technological implications, and audition and competition preparation will be explored. Legal issues and grant request writing will be included. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement. Open to non-music majors by permission of the instructor. This course is recommended for the semester of the senior recital or the semester preceding the senior recital.

**MUSI 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. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement for students in the Music Education Concentration.

**MUSI 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.

**MUSI 461, 462 Apprenticeship I, II** 1, 1

A course designed to provide professional monitoring and apprenticeship in student's major area of music.

**MUSI 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. Offered in fall, every three years.

**MUSI 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 MUSI 999 Music Recital and Repertory.

## **NURSING**

**Mission Statement:** The Department of Nursing at Eastern University prepares undergraduate nursing students for thoughtful and productive lives of Christian faith, leadership, and service as generalist nurses and members of the global nursing community.

The Department of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE).

In addition to the plan of study presented below, nursing students must complete the general education requirements of the College of Arts and Sciences.

### **THE MAJOR FOR THE BACHELOR OF SCIENCE IN NURSING**

**Required Courses:**

*First Year*

<b>CHEM 118</b>	Chemistry for Health Science	4
<b>MATH 140</b>	College Algebra	3
<b>PSYC 100</b>	General Psychology	3
	Fine Arts Elective	3

*Sophomore Year*

<b>BIOL 216</b>	Microbiology	4
<b>BIOL 233</b>	Anatomy & Physiology I	4
<b>BIOL 234</b>	Anatomy & Physiology II	4
<b>EXSC 220</b>	Basic Nutrition Science	3
<b>MATH 220</b>	Statistics	3
<b>NURS 250</b>	Academic Nursing Essentials	3
<b>NURS 320</b>	Intro to Professional Holistic Nursing	4

### Junior Year

NURS 310	Pathophysiology/Pharmacology	4
NURS 340	Fundamentals of Nursing Practices	5
NURS 350	Health Promotion, Health Education and Assessment	5
NURS 360	Nursing Care of Adults I	4
NURS 380	Nursing Care in Mental Health and Illness	4
NURS 390	Maternal-Child Nursing Care	4
NURS 404	Nursing Research	3

### Senior Year

NURS 370	Nursing Care of Adults II	4
NURS 402	Leadership in Nursing Practice	3
NURS 403	Holistic Family/Community Nursing Practice	4
NURS 440	Nursing Care of Adults III	4
NURS 450	Pediatric Nursing Care	4
NURS 460	Nursing Care and Chronic Illness	4
NURS 480	Capstone	3
NURS 485	Synthesis of Nursing Knowledge	4

### Admission to the Nursing Major:

Admission to the nursing major is a two-step process. First, the Department of Nursing Admissions Committee will review the files of first year students accepted to Eastern University. Qualified students will be accepted into the nursing cohort. Students will receive a letter informing them of the Department of Nursing Admissions Committee decision shortly after a decision has been made. Acceptance to the Nursing Cohort will allow students to take courses in Eastern's Core Curriculum as well as the preliminary courses towards Eastern's Bachelor of Science in Nursing degree. The second step occurs during the spring semester sophomore year, members of the Nursing cohort will have the opportunity to apply for formal admission to the Nursing major reaffirming their interest in pursuing a degree in nursing. In order to be fully accepted into the Nursing major, students must complete the required courses, earn a 3.0 GPA overall, a 2.75 GPA in the pre-requisite sciences with no science or math grade below a "C", and complete the nursing major admissions packet.

### CLINICAL EDUCATION REQUIREMENTS

#### Mandatory Health Documentation and Legal Credentialing Policies and Procedures

State and local health officials require the following specific information to be maintained on all Eastern University nursing students. This information will be submitted via the Eastern University health history, immunization record and physical form SIGNED BY YOUR HEALTH CARE PROVIDER.

Furthermore, students will be responsible for obtaining additional immunizations as required by the University, clinical facilities, and/or government regulations.

Additionally, junior and senior nursing students must submit and update the following information and submit proof of recertification whenever expired:

- Driver's license
- Basic Life Support for Health Care Providers certification for adult, infant and child and AED
- Comprehensive background check
- Child abuse clearance
- FBI clearance (one time only)
- Current personal health insurance
- Malpractice insurance
- PPD within one year and repeated annually; if positive Quantiferon Gold test will be required.
- Influenza vaccine
- Random drug testing
- Tdap vaccine
- MMR titers
- Varicella titers or proof of two vaccinations

*It is the student's responsibility to keep all documents in a safe place and know when they need renewal.*

Enrolled students who do not comply with immunization requirements and mandatory health documentation will be notified in writing by Eastern's director of student health services and followed up by the Department of Nursing.

Students who do not comply with mandatory health documentations will be immediately placed on academic hold by Eastern's Student Health Services. This results in the student being ineligible for Eastern University benefits including future registration. **The student will not be allowed to attend current and future classes or clinicals until documentation is complete.** Students not in compliance are responsible for the consequences of their removal from these clinical rotations (e.g., course failure). Additionally, course coordinators will notify students who are ineligible to attend clinical rotations.

The Chair of the Department of Nursing will contact students with an **unfavorable criminal background check**. It is the student's responsibility to contact the PA State Board of Nursing regarding licensure with an unfavorable result on a criminal background check. Students with an unfavorable criminal background check may not be able to participate in clinical rotations at affiliated health care institutions. If a student cannot participate in clinical rotations, said student will be unable to complete the nursing program.

**Please note:**

1. **The University reserves the right to refuse to register any student until he/she complies with all health requirements and provides the University with appropriate documentation.**
2. **The Department of Nursing reserves the right to refuse to allow any student to continue in clinical rotations until he/she complies with all health and legal document requirements and provides the Department with appropriate documentation.**

**Progression Policy**

In order to progress through the nursing program, students must meet all of the stated academic requirements (including successful completion of all pre-requisites). **Students must earn a "C" or better in all pre-requisite math/science courses.** In order to be fully accepted into the Nursing major, students must complete the required courses, earn a 3.0 GPA overall and a 2.75 GPA in the pre-requisite science courses (CHEM 118, BIO 216, BIOL 233, and BIOL 234). **Students may only repeat one science course one time to improve their science GPA.**

Students in the undergraduate nursing major will not be permitted to continue in the nursing program nor enroll in additional nursing courses if they receive a grade of less than a 75 ("C") in any nursing course. Students may repeat the course when it is offered again.

For courses with a clinical component, the clinical practicum is graded either **Satisfactory** or **Unsatisfactory**. If a student earns an "Unsatisfactory" in any clinical practicum, he or she must retake the entire course (both the theoretical and clinical components). The student with an "Unsatisfactory" clinical grade may not continue in the program until he or she retakes the entire course and earns a grade of 75 ("C") or better. **Students may only repeat any course once.**

**Program Dismissal for Academic Reasons**

**Students may only repeat any nursing course one time. A student may only fail one course within the entire program. A second failure will result in dismissal from the program. Failure is considered any grade below a 75 ("C"). A student who fails two different nursing courses or has two failures in the same nursing course will be dismissed from the program.**

**The Department of Nursing and Eastern University reserve the right to dismiss a student from the program for ethical, legal or professional conduct unsuited to the nursing profession.**

**Graduation Policy**

In order to be granted a Bachelor of Science in Nursing degree students must successfully com-

plete all the requirements for the nursing program and for Eastern University (as listed in the Eastern University College of Arts and Sciences catalog). In addition, the student must have successfully passed or remediated all ATI Content examinations and have passed the ATI RN Comprehensive Predictor Exam. **No Pennsylvania State Board of Nursing, Nursing Education Verification Form will be signed by the Department of Nursing unless ATI scores meet or exceed the benchmark.**

**COURSE DESCRIPTIONS**

**NURS 250 Academic Nursing Essentials 3**

This course introduces students to the language of nursing, critical thinking, and the essential academic skills necessary for success in nursing. Students will explore nursing history, evidence based practice, scholarly communication both oral and written, and the nursing process. Students will also examine the role of technology and its impact on nursing practice, privacy, confidentiality, and health care.

**NURS 310 Pathophysiology/Pharmacology 4**

This course focuses on core concepts of alterations of human homeostatic processes and pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Causes of pathophysiology in select body systems are discussed along with corresponding physical effects and responses. Pharmacologic therapeutic agents are discussed in relation to their effects on body systems experiencing disease pathology throughout the lifespan. Nursing responsibilities regarding safe medication administration, client teaching, laboratory data analysis and current research trends in pharmacology for the treatment of human diseases are discussed. Ethical/legal and cultural considerations of medication administration are discussed. Prerequisites: Minimum grade of C in NURS 250: Academic Nursing Essentials and NURS 320: Introduction to Professional Holistic Nursing or Co-requisites: NURS 250: Academic Nursing Essentials and NURS 320: Introduction to Professional Holistic Nursing.

**NURS 320 Introduction to Professional Holistic Nursing 4**

This course explores the historical and theoretical foundations of the profession of nursing from a Christian worldview. Special attention is given to the caring, scientific and artistic nature of the profession as well as the characteristics of its professional practitioners. Key roles of the nurse includes care provider, designer/manager/coordinator of care, and member of a profession are explored. Emphasis is placed on the synergy of the body, mind and spirit that is essential to consider when providing nursing care to individuals throughout the lifespan.

By looking at the holistic nature of persons, nurses can develop comprehensive therapeutic strategies. By exploring diverse psychosocial, spiritual, sexual and cultural dimensions of persons, nurses can tailor their interventions to meet the needs of clients seeking mental and physical health.

#### **NURS 340 Fundamentals of Nursing Practice 5**

In this course, students learn to use knowledge from the liberal arts and sciences as a basis for the development of professional values for holistic nursing practice. The fundamentals of the nursing process and of basic clinical nursing skills are taught as caring behaviors within a Christian worldview. Course content areas include communication skills, legal and ethical considerations for holistic nursing care, assessment of basic health needs, and select psychomotor skills needed for beginning nursing practice. In addition, students learn information management skills of documentation, medical terminology and abbreviations. Students then practice and hone these skills in the clinical setting. Prerequisites: NURS 250: Academic Nursing Essentials and NURS 320: Introduction to Professional Holistic Nursing and NURS 310: Pathophysiology/Pharmacology or Co-requisite NURS 310: Pathophysiology/Pharmacology.

#### **NURS 350 Health Promotion, Health Education and Physical Assessment 5**

This course is focused upon the concepts of health promotion and the skills of physical assessment. Students learn the key elements of nursing assessment, which include performing a health history, physical assessment, and psychosocial-spiritual assessment throughout the lifespan. Emphasis is given to the role of the professional nurse in health promotion and the provision of health education. Students have the opportunity to discuss and apply teaching and learning theories through the identification of client education needs. Students also participate in health promotion projects. Prerequisites: NURS 250: Academic Nursing Essentials and NURS 320: Introduction to Professional Holistic Nursing and NURS 310: Pathophysiology/Pharmacology or Co-requisite NURS 310: Pathophysiology/Pharmacology.

#### **NURS 360 Nursing Care of Adults I 4**

In the classroom, emphasis is placed on the use of knowledge within a Christian worldview for health promotion and the prevention of illness involving selected body systems. Students utilize the nursing process by applying nursing assessment data for holistic identification and prioritizing client health problems, formulating client goals, development and use of nursing interventions, and evaluation of client goal achievement throughout the lifespan. This first clinical practicum will give students the opportunity to demon-

strate beginning competence in skills necessary for the professional nurse in outpatient, long term care, and/or (low acuity) acute care settings. Prerequisites: Minimum grade of C in NURS 310: Pathophysiology/Pharmacology, NURS 340: Fundamentals of Nursing Practice, and NURS 350: Health Promotion, Health Education and Physical Assessment.

#### **NURS 370 Nursing Care of Adults II 4**

This course emphasizes the application of nursing care to clients experiencing health problems that require increasingly intensive care. Students are introduced to hospitalized adults in various states of illness. Holistic nursing care concepts are emphasized through further development of communication skills, physical assessment skills, application of the nursing process, and critical thinking skills. The clinical practicum is designed to facilitate transition into the acute care setting. Students are given the opportunity to demonstrate competence as a provider/designer/coordinator/manager of care roles in acute care clinical settings for clients throughout the lifespan. Prerequisites: Minimum grade of C in NURS 360: Nursing Care of Adults I, NURS 380: Mental Health and Illness, NURS 390: Maternal Child Nursing Care, and NURS 404: Nursing Research.

#### **NURS 380 Nursing Care in Mental Health and Illness 4**

This course focuses on theory and practice of nursing in mental health and illness from a holistic, caring, relationship-centered perspective. The historical, theoretical, empirical, legal, and ethical foundations of nursing in mental health and illness are discussed. Emphasis is placed on neuroscience, theories of human behavior and nursing theories applied to situations involving mental health and illness. The epidemiology and clinical course of major mental disorders as experienced by the whole person are central to the course. Consideration is given to issues in care, interventions, and the mental health of special populations. Opportunities to demonstrate critical thinking and practice nursing skills involving mental health and illness in a variety of community and mental health care clinical practicum settings are provided. Prerequisites: Minimum grade of C in NURS 310: Pathophysiology/Pharmacology, NURS 340: Fundamentals of Nursing Practice, and NURS 350: Health Promotion, Health Education and Physical Assessment

#### **NURS 390 Maternal-Child Nursing Care 4**

This course provides the theoretical and clinical base for nursing care of the childbearing family throughout the childbearing year. Emphasis is placed on holistic care from a Christian worldview for the childbearing woman, her baby, and the family. Attention is given to the diverse needs

of women and families with respect to differences in age, culture, and psychosocial attributes. Course content includes maternal and newborn care, selected women's health issues, contemporary issues and trends, global issues in the care of women and newborns, and the nurse's role in the care of childbearing families. Clinical experiences provide opportunities for the student to participate in the care of the woman and her baby during the antepartum, intrapartum, and postpartum periods. Prerequisites: Minimum grade of C in NURS 310: Pathophysiology/Pharmacology, NURS 340: Fundamentals of Nursing Practice, NURS 350: Health Promotion, Health Education and Physical Assessment.

**NURS 402 Leadership in Nursing Practice** 3  
Principles of leadership related to the organization and delivery of nursing care are studied within this course. Organizational management, power, decision-making, and change theories are examined in relationship to the independent role of the nurse. Prerequisites: Minimum grade of C in NURS 360: Nursing care of Adults I, NURS 380: Mental Health and Illness, NURS 390: Maternal Child Nursing Care, and NURS 404: Nursing Research.

**NURS 403 Holistic Family/Community Nursing Practice** 4  
This course focuses on healthcare needs of families and communities. Epidemiological principles are emphasized. Students identify need(s) for change and design nursing strategies to meet these needs. Students participate with other health care providers in delivering family/community health care and services as advocates for healthcare consumers. The clinical practicum will provide students with the opportunity to provide nursing care in community health settings. Prerequisites: Minimum grade of C in NURS 360: Nursing Care of Adults I, NURS 380: Mental Health and Illness, NURS 390: Maternal Child Nursing Care, and NURS 404: Nursing Research.

**NURS 404 Nursing Research** 3  
The research process is examined as systematic problem-solving for the improvement of healthcare. Emphasis is placed on analysis and evaluation of research findings for application to nursing practice. Prerequisites: Minimum grade of C in NURS 310: Pathophysiology/Pharmacology, NURS 340: Fundamentals of Nursing Practice, and NURS 350: Health Promotion, Health Education and Physical Assessment.

**NURS 440 Nursing Care of Adults III** 4  
This course focuses on caring for clients and families who are experiencing critical and com-

plex health problems that may be life-threatening. Students use critical thinking skills in the planning and delivery of health care needs to acutely ill adults and their families. Students are given the opportunity to demonstrate competence as provider/designer/coordinator/manager of care roles in critical care settings. Prerequisites: Minimum grade of C in NURS 370: Nursing Care of Adults II, NURS 402: Leadership in Nursing Practice, NURS 403: Holistic Family/Community Nursing Practice, and NURS 450: Pediatric Nursing.

**NURS 450 Pediatric Nursing Care** 4  
This course focuses on the role of the nurse as the provider of care to the child and family. A developmental approach to the management of children from birth through adolescence is used. Course content incorporates a comprehensive view on normal growth and development throughout childhood, health promotion and maintenance and the management of acute and chronic health issues. A holistic approach is utilized which encompasses appropriate methods of client/family teaching, anticipatory guidance, nursing support and guidance are taught as well as demonstrated by the student in the clinical practicum setting. Prerequisites: Minimum grade of C in NURS 360: Nursing Care of Adults I, NURS 380: Mental Health and Illness, NURS 390: Maternal Child Nursing Care, and NURS 404: Nursing Research.

**NURS 460 Nursing Care and Chronic Illness** 4  
This course focuses on holistic nursing practice in situations involving the chronically ill of all ages. In the classroom, emphasis is placed on health promotion, maintenance, and restoration for clients and families with chronic illnesses and disabilities. The clinical practicum will provide students with the opportunity to demonstrate advanced competence in skills necessary for the professional nurse in outpatient, long term care, and (low acuity) acute care settings. Prerequisites: Minimum grade of C in NURS 370: Nursing Care of Adults II, NURS 402: Leadership in Nursing Practice, NURS 403: holistic Family/Community Nursing, and NURS 450: Pediatric Nursing.

**NURS 480 Capstone: The Art of Nursing** 3  
Throughout this capstone course the larger questions related to the aesthetics of the discipline of nursing practice will be explored. Shared personal experiences of illness (phenomenological perspective) derived from the literature will act as case studies to illuminate responses to both illness and healthcare providers. The ways in which relationship and loving care bolster nurses' and clients' resiliency will be analyzed. These insights guide

us toward self-healing and the facilitation of healing in others. In addition, creative and purposeful strategies for improving quality, safety, teamwork, leadership and outcomes evaluation that enhance nurses' ability to manifest healing environments will be examined. Prerequisites: Minimum grade of C in NURS 370: Nursing Care of Adults II, NURS 402: Leadership in Nursing Practice, NURS 403: Holistic Family/Community Nursing Practice, and NURS 450: Pediatric Nursing.

**NURS 485 Synthesis of Nursing Knowledge 4**

This course provides the opportunity for synthesis of academic, evidence-based, and clinical nursing knowledge gained during the prerequisite nursing courses. Students will apply knowledge to clinical practice through the use of simulation and problem based learning. This course will assist students to prepare for successful completion of the NCLEX-RN® and achievement of licensure as a professional nurse. Prerequisites: Minimum grade of C in NURS 370, 402, 403: and 450.

**PHILOSOPHY**

**THE MAJOR FOR THE B.A. IN PHILOSOPHY**

*ONE of the following INTRODUCTORY courses:* 3

- PHIL 100** Heritage of Inquiry: An Introduction to Philosophy
- PHIL 211** Faith and Philosophy

*ONE of the following LOGIC courses:* 3

- PHIL 220** Introduction to Logic
- PHIL 321** Symbolic Logic

*The following courses:* 3

- PHIL 222W** Art and Culture
- PHIL 303** Ancient Philosophy: Origins

*THREE of the following courses:* 9

- PHIL 304** Medieval Philosophy: The Christian Tradition
- PHIL 305** Modern Philosophy: The Quest for Foundations
- PHIL 306** Continental Philosophy: Existentialism and Postmodernism
- PHIL 350** Epistemology and Metaphysics

*FOUR Philosophy electives* 12

*ONE of the following Culminating Senior Experience courses: (offered alternating years, with the other course available as an elective)* 3

**PHIL 440** Truth and Meaning: Hermeneutics

**PHIL 450** The Christian Mind

*Total:* 36

**THE MINOR IN PHILOSOPHY**

PHIL 100 or 211; 303; one of 304, 305, 306, and 350; either 440 or 450; and six additional elective hours in Philosophy.

**COURSE DESCRIPTIONS**

**PHIL 100 The Heritage of Inquiry: An Introduction to Philosophy 3**

An introduction to philosophical inquiry as it has been practiced since Socrates, with attention to classic problems of philosophy such as the relation of mind and body, the nature of learning and knowledge, and the concept of truth.

**PHIL 211 Faith and Philosophy 3**

A course on learning to reason about matters of faith. Topics include classic arguments for the existence of God, the rationality of believing without "proof," and theistic responses to the problem of evil.

**PHIL 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 (i.e., in newspapers). Attention will be given to informal fallacies and to elementary formal logic (the sentential calculus).

**PHIL 222W Art and Culture 3**

Christian reflection on selected topics and figures in aesthetics and cultural analysis. This is a writing intensive course.

**PHIL 225 Christian Sexual Ethics 3**

In this introductory-level course, we will interact with contemporary and foundational philosophers and moral theologians in an effort to think clearly and Christianly about issues such as the significance of the body, contraception, chastity, the goods of marriage, and so on. The course will be divided roughly into two portions: 1) A History of Christian Sexual Ethics; 2) Inhabiting the Body, Catholic and Evangelical Models of Christian Sexual Ethics.

**PHIL 303 Ancient Philosophy: Origins 3**

Readings from the ancient classical texts that originated the Western philosophical tradition, focusing especially on Plato and Aristotle and investigating both their usefulness and their provocativeness for Christian thought.

**PHIL 304 Medieval Philosophy: The Christian Tradition** 3  
 Readings from medieval philosophical texts in which Christians such as Augustine, Anselm and Aquinas use, criticize and transform ancient philosophy for specifically Christian purposes.

**PHIL 305 Modern Philosophy: The Quest for Foundations** 3  
 Readings from texts in the Western philosophical tradition from Descartes to Kant, with attention to how they have shaped modernity and its understandings of knowledge, morality and human nature.

**PHIL 306 Continental Philosophy: Existentialism and Postmodernism** 3  
 A survey of key thinkers and movements in the history of Continental philosophy from the 19th century through the present (e.g., Hegel, Kierkegaard, Nietzsche, Heidegger, Buber, Sartre, Levinas, Derrida, Marion) with special attention to implications for Christian belief.

**PHIL 311 Ethics and Justice** 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.

**PHIL 321 Symbolic Logic** 3  
 An introductory course that emphasizes the development of systematic techniques for assessing the validity of arguments such as the following: symbolizing English sentences, truth tables, set theory, propositional calculus, and others.

**PHIL 350 Epistemology and Metaphysics** 3  
 A survey of key thinkers and problems in recent Anglo-American philosophy (e.g., Ayers, Wittgenstein, Ryle, Kuhn, Quine, Davidson, Rorty, Plantinga, Lonergan) with special attention to implications for Christian belief.

**PHIL 360 Philosophy and Literature** 3  
 Readings from literary texts (poems, plays or stories) that conduct philosophical inquiries in literary form, with attention to why the irreducible literary form, with its special challenges and pleasures, is inseparable from the pursuit of philosophy.

**PHIL 440 Truth and Meaning: Hermeneutics** 3  
 A seminar course on selected problems and topics in the area of hermeneutics (e.g., the nature of understanding, the place of horizon and tradition in interpretation, the status of objectivity) with special focus on the transformative power of hermeneutics to read as Christians. Prerequisite: One 300-level Philosophy course.

**PHIL 450 The Christian Mind** 3  
 A seminar course on selected topics on the tasks and promises of Christian philosophy, including the question of whether there is such a thing as Christian philosophy. Attention is paid to both theory and praxis of the Christian philosopher and intellectual. Prerequisite: One 300-level Philosophy course.

## PHYSICS

See Astronomy and Physics

## POLITICAL SCIENCE

### THE MAJOR FOR THE B.A. IN POLITICAL SCIENCE

*Required courses for the Political Science major:*

<b>POLI 103</b>	American Government	3
<b>POLI 200</b>	Comparative Government	3
<b>POLI 212</b>	International Relations	3
<b>POLI 214W</b>	Political Theory	3
<b>POLI 275</b>	Research in Political Science	3
<b>POLI 415</b>	Faith and Politics	3
<i>Subtotal Credit Hours:</i>		<u>18</u>
<b>POLI</b>	Electives at any level	9
<b>POLI</b>	Electives at the 300-level or above (not including internship credits)	<u>12</u>
<i>Subtotal Credit Hours:</i>		<u>21</u>
<i>Total Credit Hours:</i>		<u>39</u>

### THE MINOR IN POLITICAL SCIENCE

POLI 103; choose one of the following: POLI 200, 212, or 214; and twelve hours of Political Science electives (may include BIOL 420).

### THE MINOR IN PRE-LAW

Eighteen hours, including PHIL 220 and POLI 214, 318, 342; One of COMM 222, PHIL 311 or POLI 380; One of MATH 220, POLI 275 or POLI 331.

## **THE MINOR IN PUBLIC POLICY**

Eighteen hours, including POLI 240, 250 and 315; Three courses from: BIOL 420, ECON 305W, ECON 315W, POLI 104, POLI 275, POLI 317, POLI 350, or SOWK 205W

### **COURSE DESCRIPTIONS**

#### **POLI 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.

#### **POLI 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.

#### **POLI 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.

#### **POLI 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 preparation and participation as a delegate for an assigned country in the Model United Nations. The course is offered each spring and may be repeated for up to six credits (applied to the political science major). This course is for students intending to participate in the Model United Nations

#### **POLI 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.

#### **POLI 214W Political Theory 3**

Introduction to important themes and ideas in the history of Western political thought through an examination of key texts in that tradition. Authors selected from a list that includes: Plato, Aristotle, Cicero, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Kant, Mill, and Marx. Writing-intensive course."

#### **POLI 240 Public Policy 3**

This course provides students with a basic understanding of the public policy process. Models of policy agenda settings, adoption, evaluation, and implementation are considered with reference to substantive policy areas such as economic, envi-

ronmental, social welfare, health, and civil rights. Students will also examine public policy from the Christian perspective with an emphasis on social and restorative justice.

#### **POLI 250 Ethics and Public Policy 3**

This course explores the intersections between ethics and the activity of public policy making, examining the morality of both the processes and the outcomes of political decisions.

#### **POLI 275 Research in Political Science 3**

The purpose of this course is to provide students with a foundation in the research methodology of modern political science. This course explores the philosophy and theory behind qualitative research methodology and quantitative research in the fields of Political Theory, Comparative Politics, International Affairs, and American Politics. The course also explores the inclusion of themes of faith and justice in social science research.

#### **POLI 315 Public Administration 3**

This course is an introduction to the role of administration and bureaucracy in the government process, considering principles of administrative organization, methods of administrative control, personnel and fiscal management as it relates to making and executing public policy.

#### **POLI 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.

#### **POLI 317 Urban Politics 3**

This course includes an analysis of contemporary life and politics in cities. Studies of development, theories, and problems of urban life are addressed as they relate to the political process and public policy.

#### **POLI 318 Constitutional Law I 3**

Introduction to the role of law in our society. This course examines our judicial process, Civil Rights, the 14th Amendment, and the development of constitutional rights and liberties. Specific cases focus on abortion, assisted suicide, segregation and desegregation, affirmative action, and other contemporary constitutional issues.

#### **POLI 321 War and Terrorism 3**

Political violence is intensely dramatic, poignantly tragic, and quite complex, a phenomenon that has prompted soldiers, poets, historians, strategists,

theorists, theologians and ethicists to spill much ink for millennia. In this course, we will explore the experience, meaning, causes, and morality of war with an eye toward how Christians might properly respond to it.

**POLI 324 Politics of the Middle East** 3

This course is designed to help deepen and broaden students' knowledge and understanding of the politics of the contemporary Middle East. Topics include the legacy of colonialism, varieties of Islamic politics, the politics of nationalism and state building, the political effects of oil wealth, and the prospects for civil society and democracy in the region. We will also survey the Israeli/Palestinian conflict and U.S. foreign policy toward the Middle East, assessing Christian perspectives on these critical issues.

**POLI 325 Politics of Africa** 3

This course explores the political history, institutions, processes, behaviors and challenges characteristic of Africa. It begins with a brief introduction to the continent, covering its geography, demographics and an overview of African culture. Most of the course, however, will focus on the political structures and processes, the political economy, international relations and future political challenges for Africa. The course considers Africa as a whole and from the perspective of five regions: North, West, East, Central and Southern.

**POLI 326 Politics of Latin America** 3

This course is designed to help deepen and broaden students knowledge and understanding of contemporary Latin America. Topics include the legacy of colonialism, Latin American politics, Rights of the Indigenous, Societal Conciliation, Catholicism and Democracy, the Rights of Women, and various others. We will also survey the changing socio-political landscape of Latin America and US Foreign Policy towards the region

**POLI 331 Political Behavior** 3

A survey in the many areas of individual and group political behavior. Topics include political development and socialization, political psychology, political parties, religion in politics, mass media, and social movements

**POLI 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.

**POLI 333 Campaigns and Elections** 3

This course explores the fundamental factors that influence voting behavior and campaigns in the United States. While we will primarily focus on general elections for the presidency, we will also consider primaries and caucuses as well as Congressional elections. The course will place an emphasis on the role of elections in a democracy, voting from a Christian perspective, and greater questions of democratic and representative theory.

**POLI 334 Congress and the Legislative Process** 3

This course explores the history and development of the United States Congress and examines the fundamentals of the legislative process. Special attention is paid to Congress in the Constitutional system, Legislative leadership, and Legislative decision-making.

**POLI 342 Constitutional Law II** 3

A study of the U.S. Supreme Court and its special role in American government and society. This course examines First Amendment rights, Bill of Rights protections, and the separation of powers. Specific areas focus on separation of church and state, free speech and censorship, freedom of association, and the relationship between the states and the national government."

**POLI 350 American Foreign Policy** 3

This course explores the intersections between ethics and the activity of public policy making, examining the morality of both the processes and the outcomes of political decisions.

**POLI 355 Human Rights and International Law** 3

This course is designed to explore the issue of human rights in the context of international relations and law. We will examine the origins of the idea of human rights, their legal conception, related mechanisms of accountability, and the political, legal and moral challenges of protecting them. We will read human rights theory, law, and practice using a real case study. Christian perspectives and human rights-related emphases will also be considered.

**POLI 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.

**POLI 382 Modern Political Thought 3**

In-depth study of selected texts from the history of modern political thought in the Western tradition. Themes include: attempts to reconcile individual liberty and political authority, the conflict between aristocracy and democracy, the relationship between self-interest and the common good, the rise of instrumental rationality, the role of Christianity in modernity, and others. Authors from a list that includes Machiavelli, Hobbes, Locke, Hume, Smith, Rousseau, Kant, Hegel, Marx, Kierkegaard, and Nietzsche.

**POLI 402 Political Ideologies 3**

Examines major ideologies that shape debates about politics, such as liberalism, conservatism, socialism, anarchism, and feminism.

**POLI 415 Faith and Politics 3**

This course will focus on how thinkers in the Roman Catholic and various Protestant traditions think about politics, as well as economic and cultural life. It will explore theological perspectives on public life and examine how theology shapes the way thinkers in each tradition view specific foreign and domestic policy issues, such as the Israeli-Palestinian conflict, education policy, abortion, homosexuality, capital punishment, public policies of redistribution.

**POLI 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. IN PSYCHOLOGY**

*Required courses:*

PSYC 100	General Psychology	3
PSYC 205	Child Psychology <i>or</i>	
PSYC 207	Lifespan Psychology	3
PSYC 220/221	Statistics and SPSS Lab	3, 1
PSYC 225	Biopsychology	3
PSYC 301	Psychopathology	3
PSYC 308	Psychology of Personality	3
PSYC 341	Research Methods I	3
PSYC 342W	Research Methods II	3
PSYC 415	History and Systems	3
PSYC 443	Senior Thesis <i>and/or</i>	3
PSYC 495	Internship	3
<i>Subtotal Credit Hours:</i>		<u>31</u>

*Elective courses (choose SIX):*

PSYC 201	Industrial/Organizational Psychology	3
PSYC 206	Adolescent Psychology	3
PSYC 250	Psychopharmacology <i>or</i>	3
THEO 330Q	Addiction and Grace	3
PSYC 299	Seminar by the Sea	3
PSYC 300	Psychological Testing	3
PSYC 302	Experimental Psychology	4
PSYC 304	Social Psychology	3
PSYC 318	Cognitive Psychology	3
PSYC 320	Techniques of Individual Counseling	3
PSYC 330B	Psychology of Religion	3
PSYC 330C	Psychology of Family	3
PSYC 330D	Applied Behavior Analysis	3
<i>Subtotal Credit Hours:</i>		<u>18-19</u>
<i>Total Credit Hours:</i>		<u>49-50</u>

**THE MINOR IN PSYCHOLOGY**

Eighteen hours in Psychology must include PSYC 100. PSYC 395 and 495 may not be included in the minor.

**COURSE DESCRIPTIONS**

**PSYC 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.

**PSYC 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 PSYC 100.

**PSYC 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., PSYC 207). Prerequisite: Minimum grade of C in PSYC 100. Offered in fall and spring.

**PSYC 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 PSYC 100. Offered in fall and spring.

**PSYC 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., PSYC 205). Prerequisite: Minimum grade of C in PSYC 100. Offered in spring and fall.

**PSYC 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 PSYC 100 or permission of instructor. Offered in fall and spring. Should be taken before the junior year.

**PSYC 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 PSYC 220, and with the same instructor with whom they are taking PSYC 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 PSYC 100 or permission of instructor. Offered in fall and spring.

**PSYC 225 Biopsychology** 3

Biological Psychology is the study of behavior from evolutionary, genetic, and physiological perspectives. Specific topics include evolutionary and genetic approaches to the study of behavior, intra- and interneuronal signaling, neuroanatomy, sensation and perception, motor systems, sleeping and dreaming, motivated behavior (eating, drinking, temperature regulation), reproductive behavior, and emotion.

**PSYC 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.

**PSYC 250 Psychopharmacology** 3

Psychopharmacology is the study of the effects of psychoactive drugs on behavior and experience, including the direct and indirect effects that motivate drug use. The course will include introductory surveys of 1) the history of drug use, drug classification schemes, and laws enacted to combat abuse; principles of pharmacology and psychopharmacology; 3) pharmacological and psychological factors that contribute to the use, abuse and dependence associated with major classes of psychoactive drugs; 4) treatments for substance abuse and dependence. Offered in fall. Prerequisite: Minimum grade of C in PSYC 225.

**PSYC 299 Seminar by the Sea** 3

Eastern offers a unique 3-week faith-based course on gender studies. Drawing students from around the country, this gender studies course, focusing on psychology, allows students to live in community and explore what it means to live in a gendered society. Topics include women in politics, differing masculinities, women in the global community, gender in the church, constructions of gender and race, gender and violence. This course is offered bi-yearly during Summer I session in Oceanwood, Maine.

**PSYC 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. Prerequisites: Minimum grades of C in PSYC 100, 301 and 308.

**PSYC 301 Psychopathology** 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. Prerequisites: Minimum grade of C in PSYC 100 and one of the following: PSYC 206, 206 or 207. Offered in fall and spring. Not recommended for first year students.

**PSYC 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 PSYC 100 and PSYC 220. Students may substitute MATH 220 for PSYC 220. Lab fee applies.

**PSYC 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 PSYC 100. Offered in spring.

**PSYC 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 PSYC 100 and one course from PSYC 205, 206 or 207. Offered in fall and spring.

**PSYC 318 Cognitive Psychology** 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 PSYC 100. Prerequisite or co-requisite: PSYC 341.

**PSYC 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 PSYC 100, 301 and 308. May not be taken if credit has been earned for PSYC 240. Offered in fall and spring.

**PSYC 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 PSYC 100 or permission of the instructor.

**PSYC 324 Cross-Cultural Psychology** 3

Explores how Western-based theories (in perception, cognition, developmental, social, and clinical psychology) are altered in, and affected by, cross-cultural settings and indigenous psychologies, and how the results can be critically understood and practically applied. Prerequisite: Minimum grade of C in PSYC 100. Offered in spring.

**PSYC 341 Research Methods I** 3

A course required of all psychology majors usually taken during their junior year. The course covers basic research design, both quasi-experimental and experimental. Topics 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 PSYC 100. Offered in spring and fall.

**PSYC 342W Research Methods II** 3

Students are required to develop a prospectus which requires skilled research techniques such as the development of a hypothesis, a thorough review of relevant articles from professional journals, and creation of a research design including proposed method of data collection and appropriate statistical analysis of results. A thorough application of APA guidelines is emphasized. Open to Psychology majors in the junior year. Prerequisite: Minimum grade of C in PSYC 341. Offered in spring and fall.

**PSYC 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. All students will take the major field test (MFT). Prerequisite: Senior status as a psychology major or permission of instructor. Offered in fall and spring.

### PSYC 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. Prerequisite: Minimum grade of C in PSYC 341 and PSYC 342W. Offered in fall.

### PSYC 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 or spring. Consult with instructor prior to registration.

## SOCIAL WORK

### MISSION, GOALS AND COMPETENCIES OF THE BACHELOR OF SOCIAL WORK (B.S.W.) PROGRAM (SOCIAL WORK MAJOR)

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 B.S.W. Program (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 B.S.W. Program (Social Work major) will have acquired the following core competencies:

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations and communities.
7. Assess individuals, families, groups, organizations and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations and communities.

### ADMISSION

Admission to Eastern University does not guarantee admission to the Bachelor of Social Work (B.S.W.) Program (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 the profession of social work. Students enrolled in the B.S.W. Program (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:*

<b>SOWK 105</b>	Introduction to Social Work	3
<b>SOWK 110</b>	Human Diversity and Social Interaction	3
<b>SOWK 205W</b>	Human Need and Social Response	3
<b>SOWK 340</b>	The Social Work Agency	3
<b>SOWK 360</b>	Social Work Practice I	3
<b>SOWK 370</b>	Social Work Field Practicum I	4
<b>SOWK 420</b>	Individual Growth and Activity in Social Environment	3
<b>SOWK 440</b>	Social Welfare Policy Issues	3
<b>SOWK 461-462</b>	Social Work Practice II	3-3
<b>SOWK 471-472</b>	Social Work Field Practicum II	4-4
<b>SOWK 481</b>	Social Work Research	3
	<i>Subtotal Credit Hours:</i>	<hr/> 42

*Professionally Related Requirements:*

<b>ANTH 101</b>	Introduction to Cultural Anthropology	3
<b>BIOL 104</b>	Human Biology	4
<b>ECON 205</b>	Essentials of Economics <i>or</i>	
<b>ECON 220</b>	Faith and Economic Justice	3
<b>POLI 104</b>	State and Local Government	3
<b>PSYC 100</b>	General Psychology	3
<b>SOCI 100</b>	Introduction to Sociology	3
	<i>Subtotal Credit Hours:</i>	<hr/> 19
	<i>Total Credit Hours:</i>	<hr/> 61

**THE MINOR IN SOCIAL WELFARE**

Students majoring in other disciplines who want to learn more about social welfare may 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 and does not prepare graduates for social work practice. Students wishing to qualify as social workers upon graduation should declare the Social Work major. The Social Welfare minor is not open to students majoring in Social Work.

<b>SOWK 105</b>	Introduction to Social Work	3
<b>SOWK 110</b>	Human Diversity and Social Interaction	3
<b>SOWK 205</b>	Human Need and Social Response	3

*Electives (choose a minimum of THREE courses from the following):*

<b>SOWK 230</b>	Special Topics	
<b>SOWK 251</b>	Child Welfare	
<b>SOWK 253</b>	Social Work with Families	
<b>SOWK 254</b>	Services to the Aging	
<b>SOWK 258</b>	Women's Issues and Services	
<b>SOWK 261</b>	International Social Work	
<b>SOWK 262</b>	Addictions and Social Welfare	
<b>SOWK 263</b>	Mental Health and Social Welfare	
<b>SOWK 264</b>	Grief, Loss and Social Welfare	
<b>SOWK 265</b>	Social Work with Groups	
	<i>Subtotal Credit Hours:</i>	<hr/> 9
	<i>Total Credit Hours:</i>	<hr/> 18

**COURSE DESCRIPTIONS**

**SOWK 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 relationships 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. Offered in the fall and spring semesters.

**SOWK 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. Offered in the fall and spring semesters. Fulfills justice requirement of the Core Curriculum.

**SOWK 205W 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. This is a writing-intensive course. Offered in the fall and spring semesters.

**SOWK 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.

**SOWK 253 Social Work with Families** 3

A family systems approach will be used to explore the beliefs, rituals, roles, and structures that are a part of family life, and to understand the dynamics and developmental processes of families, their social context, and policy implications. Home-based and community-based social services that help families deal with a wide range of issues will be identified.

**SOWK 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.

**SOWK 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.

**SOWK 261 International Social Work** 3

This course is designed to provide an international cross cultural perspective and cultural immersion for students interested in learning about social welfare, social services and social work opportunities outside of the United States, particularly in underdeveloped and developing countries. Through international travel, activities and engagement with individuals and communities in developing nations students will gain a global view of social welfare and the social work profession. Particular attention will be given to values inherent in a Christian worldview. International travel is required. Prerequisite: Permission from instructor.

**SOWK 262 Addictions and Social Welfare** 3

The purpose of this course is to provide students with an introductory knowledge of the biological, sociological, psychological, and spiritual complexities of addiction. Students enrolled in the class will gain knowledge and basic skills relevant to prevention, assessment, intervention, and treatment of addictions. The course will assist students in developing a multi-dimensional understanding of treatment needs of diverse populations and will explore the relationship between addiction, socio-economic status, gender, age, ethnicity, sexual orientation, and culture. Although the primary focus of this course will be drug and alcohol addictions, the course will also examine other disorders including eating disorders and process addictions.

**SOWK 263 Mental Health and Social Welfare** 3

This course will provide students with information regarding mental health issues in American society. It will create a foundation for thinking about mental health issues. It will address various mental health services and programs for adults and the roles social workers perform in the promotion, prevention, treatment and habilitation to various populations in need of mental health services. Historical perspectives, contemporary policies, social trends and ethical issues as well as the impact of race, ethnicity, gender, sexual orientation and social class on mental health policies and services will be examined. The course will address issues related to the classification of mental health disorders and examine four primary diagnoses from a strength's perspective.

**SOWK 264 Grief, Loss and Social Welfare** 3

This course will cover loss throughout the life span and will include the impact of trauma, spirituality, human services and development on the grieving process. Age appropriate interventions will be discussed. The course will include use of film clips, discussion, presentations and activities.

**SOWK 265 Social Work with Groups** 3

The purpose of this course is to introduce students to social group work theory and methods relevant for social work practice with groups (including families, communities and organizations). The historical roots of social group work are examined along with Christianity and diversity issues within group work. Students will become familiar with tasks related to group development, leadership, goals and norms, communication, roles and outcome assessment. Particular attention will be given to task, treatment, educational, and self-help groups. The development of knowledge, skills and values regarding social group work is taught, in part, through the use of experiential group activities and exercises.

**SOWK 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. Offered in the spring semester only. Prerequisites: Admission to, and junior status in, the B.S.W. Program (Social Work major), and a minimum grade of C in SOWK 205. Corequisite: SOWK 370.

**SOWK 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. Offered in the spring semester only. Prerequisites: Admission to, and junior status in, the B.S.W. Program (Social Work major), and a minimum grade of C in SOWK 105, 110, 205, PSYC 100, and SOCI 100. Corequisite: SOWK 370.

**SOWK 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. Offered in the spring semester only. Prerequisites: Admission to, and junior status in, the B.S.W. Program (Social Work major). Corequisites: SOWK 340, 360.

**SOWK 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. Offered in the fall semester only. Prerequisites: Senior status in the B.S.W. Program (Social Work major); and minimum grades of C in SOWK 110, ANTH 101, BIOL 104, PSYC 100, SOCI 100. Corequisite: SOWK 471.

**SOWK 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. Offered in the spring semester only. Prerequisites: Senior status in the B.S.W. Program (Social Work major) and minimum grades of C in SOWK 205 and 340, ECON 203, 205 or 220, and POLI 104. Corequisite: SOWK 472.

**SOWK 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. Must be taken during one academic year. Prerequisites: Senior status in the B.S.W. Program (Social Work major) and minimum grade of C in SOWK 360. Corequisites: SOWK 420, 471, 481. SOWK 462 Corequisites: SOWK 440, 472.

**SOWK 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. 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. Prerequisites: Senior status in the B.S.W. Program (Social Work major), and minimum grade of P in SOWK 370. Corequisites: SOWK 420, 461, 481, SOWK 472 Corequisite: SOWK 440.

**SOWK 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. Offered in the fall semester only. Prerequisite: Senior status in the B.S.W. Program (Social Work major). Corequisite: SOWK 471.

## SOCIOLOGY AND CRIMINAL JUSTICE

### THE MAJOR FOR THE B.A. IN CRIMINAL JUSTICE

#### Required Courses

SOCI 100	Introduction to Sociology	3
CRMJ 105	Introduction to Criminal Justice	3
SOCI 105	Contemporary Social Problems	3
CRMJ 205	Introduction to Policing	3
CRMJ 215	Victimology	3
CRMJ 220	Restorative Justice	3
SOCI 220	Social Statistics	3
SOCI 245	Socialization and Group Relations	3
CRMJ 305	Comparative Criminal Justice Systems	3
CRMJ 310	Correctional Systems	3
CRMJ 315	Criminology	3
SOCI 318W	Research Methodology	3
SOCI 402	Classical Sociological Theory	3
SOCI 418	Senior Seminar	3
<i>Subtotal Credit Hours:</i>		<u>42</u>

#### Choose THREE elective courses from:

CRMJ 321	Crime and Delinquency	
SOCI 312	Majority-Minority Relations	
SOCI 315	Social Stratification	
SOCI 340	Urban Sociology	
SOCI 370	Immigration and Transnationalism	
SOCI 373	Social Institutions and Justice	
SOCI 495	Internship	
POLI 103	American Government	
POLI 200	Comparative Government*	
POLI 318	Introduction to Law and the Legal System	
POLI 330N	Human Rights and International Law	
POLI 342	American Constitutional Law*	
PSYC 100	Introduction to Psychology	
SOWK 251	Child Welfare	
<i>Subtotal Credit Hours:</i>		<u>9</u>
<i>Total Credit Hours:</i>		<u>51</u>

\*Pre-requisite: POLI 103

### THE MINOR IN CRIMINAL JUSTICE

Eighteen hours including SOCI 100 or SOCI 105, CRMJ 105, any three additional CRMJ courses, plus one of the following Sociology courses: SOCI 312, 315, 340, 370, or 373

### THE MAJOR FOR THE B.A. IN SOCIOLOGY

#### Core Courses

SOCI 100	Introduction to Sociology	3
SOCI 105	Contemporary Social Problems	3
SOCI 220	Social Statistics	3
SOCI 245	Socialization and Group Relations	3

SOCI 315	Social Stratification	3
SOCI 318W	Research Methodology	3
SOCI 402	Classical Sociological Theory	3
SOCI 404	Contemporary Sociological Theory	3
SOCI 418	Senior Seminar	3
<i>Subtotal Credit Hours:</i>		<u>27</u>

### Content Courses

#### Choose FOUR courses from:

SOCI 205	Introduction to the City	
SOCI 305	Collective Behaviors and Social Activism	
SOCI 310	The Family	
SOCI 312	Majority-Minority Relations	
SOCI 330	Special Topics	
SOCI 340	Urban Sociology	
SOCI 350	Poverty, Oppression and Development in Africa	
SOCI 370	Immigration and Transnationalism	
SOCI 373	Social Institutions and Justice	
SOCI 374	Sociology of Religion	
SOCI 375	Social Change and Globalization	
SOCI 409	Community Development in Developing Nations	
SOCI 416	Research and Data Analysis	
SOCI 417	Senior Thesis	
SOCI 495	Sociology Internship	
<i>Subtotal Credit Hours:</i>		<u>12</u>
<i>Total Credit Hours:</i>		<u>39</u>

### THE MINOR IN SOCIOLOGY

Eighteen hours, including SOCI 100, 105, 245 and any three additional courses in SOCI.

### THE SOCIOLOGY/CRIMINAL JUSTICE DOUBLE MAJOR

A student may use the same sociology courses to fulfill requirements for the B.A. in Criminal Justice and the B.A. in Sociology. This means that a student completing the B.A. in Criminal Justice may double major by completing the remaining required courses listed for the B.A. in Sociology.

### THE SOCIOLOGY/CRIMINAL JUSTICE MAJOR/MINOR COMBINATION

A sociology major can complete a criminal justice minor by taking CRMJ 105 and 3 other criminal justice courses.

A criminal justice major can complete a sociology minor by taking any 3 sociology electives.

## **CRIMINAL JUSTICE COURSE DESCRIPTIONS**

### **CRMJ 105 Introduction to Criminal Justice 3**

Examines how the criminal justice system operates. Focuses on the concept of punishment, the role of the police and the attorney, bail, trials, pleas, sentencing, and corrections. Critiques the system from a "value-committed" justice perspective. May count as a political science course.

### **CRMJ 205 Introduction to Policing 3**

This course provides a comprehensive view into the foundations of policing in the United States today. The course is designed to offer students a balanced and up-to-date overview of who the police are and what they do, the problems they face, and the many reforms and innovations that have taken place in policing. It will cover the critical role of the beat cop, the fundamental problems in policing, the career path of police officers, and a level-by-level overview of police organizations. An additional goal is to present a comprehensive and contemporary overview of what it means to be a police officer. Prerequisite: SOCI 100 or CRMJ 105 or permission of the instructor.

### **CRMJ 215 Victimology 3**

This course is designed to aid in investigating the relationship between crime and its impact on victims' lives. This course will facilitate victimization study, including the relationship between victims and offenders, the interactions between victims and the criminal justice system, and the connections between victims and other societal groups and institutions. Finally, this course investigates the ways in which each of us, as citizens in a global community, can aid in the healing and restoration of those whose lives have been shattered by crime. Emerging issues such as victim impact statements, victim assistance programs, victim directed sentencing and victim offender reconciliation will be addressed. Prerequisite: CRMJ 105 or permission of the instructor.

### **CRMJ 220 Restorative Justice 3**

Restorative Justice is an approach within criminal justice that examines the dynamics, philosophy, and historical evolution of a biblical model of justice and how it can be applied to the current criminal justice system, focusing on restoring harms caused by crime to victims, communities, and offenders. This introductory course examines the responsibilities of each of the principals in the restorative process and includes a biblical perspective. The role of the Christian community in implementing and monitoring changes is explored. Prerequisite: CRMJ 105 or permission of the instructor.

### **CRMJ 305 Comparative Criminal Justice Systems 3**

This course concentrates on crime and criminal justice systems around the world. These systems will be compared and contrasted with the criminal justice system in the United States. Students will develop an appreciation for the diversity in cultures, religions, politics, and other external forces that affect the various criminal justice systems. Pre-requisite: CRMJ 105 or permission of the instructor.

### **CRMJ 310 Correctional Systems 3**

Correctional Systems examines the evolution of and debates concerning community and non-community based correctional programs; relationships between correcting, reforming, rehabilitating, and punishing; tensions between protection of public safety and rights of the accused; evaluation of incarceration, probation, parole, diversion, alternate, and restorative justice programs; issues in "proactive" and "reactive" debate. Prerequisite: CRMJ 105 or permission of the instructor.

### **CRMJ 315 Criminology 3**

Criminology is a theory course designed to review and analyze the major criminological theories. Students will analyze causes of criminal behavior, recommend treatment of offenders and contemplate the integration of causation and treatment with the Christian worldview. Prerequisite: CRMJ 105 or permission of the instructor.

### **CRMJ 321 Crime and Delinquency 3**

A critical analysis of trends, patterns, and explanations of crime and delinquency. Special attention is given to understanding the connections between social, economic, cultural, and political factors on the one hand and criminal and delinquent behavior on the other. Prerequisite: CRMJ 105 or permission of the instructor.

## **SOCIOLOGY COURSE DESCRIPTIONS**

### **SOCI 100 Introduction to Sociology 3**

An introduction to the sociological study of society. Focus is on basic sociological concepts, methods, and perspectives in understanding social processes, social structure, social institutions, and social change.

### **SOCI 105 Contemporary Social Problems 3**

Examines major social problems such as poverty, inequality, drug abuse, and crime in contemporary society. Sociological perspectives and Christian insights are brought to bear in the analysis of the problems and how to address them.

**SOCI 205 Introduction to the City** 3

Introduces students to city life through a variety of lectures and readings along with field trips and personal assignments pertaining to the urban context, with special attention to the City of Philadelphia. Additional lab fee is required.

**SOCI 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. Counts as a math option in the general core. Credit earned only once for BUSA 221, MATH 220, PSYC 220 or SOCI 220.

**SOCI 245 Socialization and Group Relations** 3

Explores how people socially construct their reality, values, and worldviews through socialization. It also examines group processes to understand how socialization influences people's roles in these processes. Prerequisite: Minimum grade of C in SOCI 100.

**SOCI 305 Collective Behaviors and Social Activism** 3

Examines the rise, impact, and fate of collective behaviors. Included are collective behaviors such as protest demonstrations, riots, panics, and mass suicides, as well as social movements such as civil rights, welfare rights, liberation, and workers movements.

**SOCI 310 The Family** 3

Covers historical background and cultural comparisons of families, premarital and marital behavior, and family disorganization and reorganization.

**SOCI 312 Majority-Minority Relations** 3

Addresses the nature of relationships between the privileged and underprivileged in American society. A variety of groups—such as racial/ethnic, cultural, religious, gender, and age groups—are examined in terms of their socio-political heritage, lifestyles, social identities, and social circumstances.

**SOCI 315 Social Stratification** 3

Examines the unequal and stratified distribution of wealth, income, social power and life chances in society, focusing on how class, race/ethnicity, and gender frame these uniquely and in interlocking ways. Prerequisite: Minimum grade of C in SOCI 100.

**SOCI 318W Research Methodology** 3

A survey of research methods employed in the social sciences. Emphases include theory construction, measurement and data gathering

techniques, sampling, data analysis, and research ethics. Prerequisite: Six credit hours in sociology with minimum grades of C.

**SOCI 340 Urban Sociology** 3

Addresses some of the basic concepts and questions of urban sociology. Major topics include the origins and growth patterns of cities; the social composition of the city; urban community and neighborhood; comparative analysis of cities; kinship, friendship, and acquaintance networks; and urban issues/problems. Special emphasis on the cities of Philadelphia, New York, and Boston.

**SOCI 350 Poverty, Oppression and Development in Africa** 3

Explores why Africa is mired in poverty, oppression, and underdevelopment, then examines alternative development approaches and strategies Africa could follow. Recommended for sophomores, juniors, and seniors.

**SOCI 370 Immigration and Transnationalism** 3

A critical examination of immigration as a social phenomenon. Analyzes 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, second generation trends, and transnational processes are some of the issues addressed. Recommended for juniors and seniors, or by permission of the instructor.

**SOCI 373 Social Institutions and Justice** 3

Draws upon theories of social justice and Christian thought to explore social justice shortfalls and opportunities in social institutions such as religion, economy, politics, education, and family. Of particular interest is how social justice has been compromised and how it could be upheld in these institutions. This course fulfills the justice requirement of the core curriculum. Open to sophomores, juniors, and seniors.

**SOCI 374 Sociology of Religion** 3

A survey of major sociological trends, developments, and theories of religion. Topics include religious organization and leadership; conversion and disaffiliation; secularization; religious growth; and new religious movements. Also emphasized is the intersection of religion and social processes/institutions such as politics, gender, social conflict, and social change. Open to juniors and seniors or by permission of the instructor.

**SOCI 375 Social Change and Globalization 3**  
 Explores major transformations and processes that shape human experience at the local, national and global levels, and examines some of the essential dimensions of these changes. Included are changes related to the economy, population growth, colonialism and post-colonialism, environment, development and underdevelopment, globalization, and technology.

**SOCI 402 Classical Sociological Theory 3**  
 An introduction to sociological theory with an emphasis on its early major figures. While a number of classical thinkers are considered, major attention is given to Marx, Durkheim, and Weber. One important aim of this course is to expose students to the original writings of these thinkers. Emphasis is given to the relevance of theory in the organization and understanding of social life and the pursuit of social change. Prerequisite: Minimum grade of C in SOCI 100 and junior standing.

**SOCI 404 Contemporary Sociology Theory 3**  
 Examines contemporary sociological theories while linking them to classical sociological thinking emphasizing the major questions the theories address. As the second course in the theory sequence, this course can only be taken after completion of classical theory. Prerequisite: Minimum grade of C in SOCI 402.

**SOCI 409 Community Development in Developing Countries 3**  
 Defines community development and explains how it should be practiced. A major proposition in this course is that just and lasting change in communities demands engaging community members in dialogic critical pedagogy and praxis. Recommended for juniors and seniors.

**SOCI 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 SOCI 220 Social Statistics or an equivalent statistics course in psychology, business, or math.

**SOCI 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 SOCI 318.

**SOCI 418 Senior Seminar 3**  
 This culminating senior experience is a topical seminar that assesses students' overall understanding of sociology and challenges them to inte-

grate their sociological knowledge and Christian faith when thinking about contemporary social issues. Prerequisite: Minimum grade of C in SOCI 402 and 404 or by permission of the instructor.

**SOCI 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 SOCI 100 and must be at least a junior. Three credits may apply to the major or minor.

## THEATER

### THE MINOR IN THEATER

*Core courses required:*

<b>THEA 135</b>	Acting 1	3
<b>THEA 150</b>	Performance Production 1	1
<b>THEA 151</b>	Basic Stage Craft and Design	3
<b>THEA 202</b>	The Active Voice	3
<b>THEA 204</b>	Introduction to Theater	3
<b>THEA 250</b>	Performance Production 2	2

*Choose two of the following electives:*

<b>THEA 230A</b>	Acting Through Song	3
<b>THEA 300</b>	Acting on Camera	3
<b>THEA 308</b>	Directing 1	3
<b>THEA 318</b>	Advanced Acting/Directing	3
<b>THEA 335</b>	Acting 2	3
<b>THEA 351</b>	Advanced Stage Craft and Design	3
<b>THEA 395</b>	Field Experience	3

*Total Credit Hours:* 21

### THEATRE COURSE DESCRIPTIONS

**THEA 135 Acting 1 3**  
 Students are introduced to the basics of acting technique through physical and vocal training, character development exercises, and script analysis. Students develop acting skills by working incrementally on the analysis and staging of monologues and scenes from several contemporary American plays. For the final, students will stage and perform scenes of their choosing for an invited audience. Consistent attendance is mandatory in this lab-style course.

**THEA 150 Performance Production 1 1**  
 This course provides credit for students who participate in the full-length fall or spring theater productions. Students are required to contribute 40 hours of work to the production as either cast or crew. This is an activity course and may be taken more than once for credit. Graded on a P/F basis. Prerequisite: acting is by audition only.

**THEA 151 Basic Stage Craft and Design** 3

Students will experiment with the fundamentals of design: line, shape, color, value, and space, and learn the process of designing theatrical elements from concept to build, run, and strike. Students will gain a working knowledge of theater terminology as well as familiarity with tools and techniques for crafting scenery, props, costumes, lighting, sound, and video. The role and responsibilities of stage management are also covered.

**THEA 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 of C in THEA 135 or permission of the instructor.

**THEA 204 Introduction to Theater** 3

This course introduces students to the history of theater and the collaborative process between playwright, director, actor, and designer. Students will analyze classical and contemporary scripts, create basic improvisations, write dialogue for a play, implement design and directing techniques, and work collaboratively in small groups to prepare staging and design for a play of their choosing for the final project.

**THEA 230A Acting Through Song** 3

This Special Topics course is offered on an as-needed basis, focusing on teaching the basics of truth-telling and communication using vocal music as its medium. Students will learn foundations of basic acting, character development, improvisation, collaborative communication, movement, physical awareness and expression and will apply these principles to vocal repertoire ranging from early opera to modern musical theatre. This is not a performance-based class as much as it is a process class; no final singing performance will be graded. However, the class will culminate in a performance. Prerequisite: permission of the instructor.

**THEA 250 Performance Production 2** 2

This course provides credit for students who participate in the full-length fall or spring theater productions. Students are required to contribute 80 hours of work to the production as either cast or crew. This is an activity course and may be taken more than once for credit. Graded on a P/F basis. Prerequisite: acting is by audition only.

**THEA 308 Directing 1** 3

This course focuses on bringing text to life through analysis and interpretation of various genres of plays. Students will learn the process of directing from choosing and analyzing a play to running auditions, casting, developing a concept, creating blocking, conducting rehearsals, and incorporating design elements during tech. Class time is devoted to presenting, observing, and evaluating prepared work and culminates in a final scene. Directors will cast their actors from students outside of the course and are required to conduct weekly rehearsals outside of class. Prerequisite: minimum grade of C in THEA 135 or permission of the instructor.

**THEA 300 Acting on Camera** 3

This course is designed for students to learn acting for the camera, behavior on-set, and the business of the film and television industries. Course components include understanding and working through the physical, mental, and emotional challenges of acting on camera. Students will learn the process of the craft as it pertains to preparation, rehearsal, being on-set, and performing. Work in class will consist of acting exercises on camera and presentations of monologues and scenes for critique. Outside of class, students will be assigned to write response papers to readings and film viewings, as well as make time for rehearsal. Prerequisite: minimum grade of C in THEA 135 or permission of the instructor.

**THEA 318 Advanced Acting/Directing** 3

This advanced theater course will focus on strengthening acting and directing skills, developing techniques for approaching classical and contemporary scripts, and producing live theater events. For the final project, students will collaboratively plan an annual student-led showcase comprised of scenes of their choosing. Students are required to conduct weekly rehearsals outside of class and present work in class for critique. Prerequisite: minimum grade of C in THEA 135, THEA 308, or permission of the instructor.

**THEA 335 Acting 2** 3

This advanced acting course focuses on strengthening acting skills using the techniques of Psychological Realism (Constantin Stanislavski), Psycho-physical Action (Michael Chekhov), Emotional Recall (Lee Strasberg), Viewpoints (Anne Bogart), and Suzuki (Tadashi Suzuki). Students will apply these techniques to scenes from various genres of plays. For the final, students will stage and perform scenes of their choosing for an invited audience. Consistent attendance is mandatory in this lab-style course. Prerequisite: minimum grade of C in THEA 135 or permission of the instructor.

**THEA 351 Advanced Stage Craft and Design 3**  
 This advanced course builds on the fundamentals of stage craft, including advanced design principles, construction techniques, styles of theater, and the execution of special effects. Students are required to apply these skills outside of class to the design, build, and strike for the fall or spring full-length theater production.

**THEA 395 Field Experience 3**  
 Field experience is an independent course of advanced study for students interested in accumulating real-world experience in a professional or educational theater institution off campus. Student identifies and secures a theater related opportunity, devises an individualized study plan with predetermined learning goals under the guidance of the course instructor, and contributes a minimum of 3 hours per week at the designated institution. Student will keep a log of hours, submit weekly process recordings to the instructor for review, and hold a weekly meeting to debrief with the instructor. Prerequisite: permission of the instructor.

## THEOLOGICAL STUDIES

The Christian Studies Department offers a major and minor in Theological Studies.

BIBL 101 and BIBL 102 are prerequisites for pursuing both the major and minor, and for all 200-level and above BIBL courses and some THEO courses. They must be earned at the grade level of C or higher. Credits for BIBL 101 and BIBL 102 are not counted in the program credit total.

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

*Introductory Courses:* 15

**BIBL 201W** Research Methods  
**PHIL 211** Faith and Philosophy  
**THEO 240\*** Theological Thinking **or**  
**HONR 240** Introduction to Christian Theology  
 TWO additional 200-level **THEO** electives  
 \*THEO 240 fulfills the core requirement for "formed in Christian Thought."

*Systematics Focus Courses (choose one):* 3

**THEO 341** God and God's World  
**THEO 342** Jesus Christ: Savior and Lord  
**THEO 343** On Being Human  
**THEO 344** The Triune Spirit

*Global Focus Courses (choose one):* 3

**THEO 315** Theological Foundations of World Religions

**THEO 335** Global Christianity  
**THEO 337** Theology of Culture

*Contemporary Focus Courses (choose one):* 3

**THEO 435** Modern Theology  
**THEO 436** Postmodernism and Pluralism  
**THEO 437** 20th Century Women Spiritual Writers

*Theology Courses (choose three)* 9

Any 300- or 400-level **THEO** electives  
 (PHIL 304 *Medieval Philosophy* and HIST 372 *Eastern Orthodox History* may also be used to fulfill this requirement.)

*Biblical Studies Courses (choose one)* 3

Any **BIBL** elective at the 200, 300, or 400-level.

*Flex Courses (choose one):* 3

Any **THEO** or **BIBL** elective of interest

*Total Credit Hours:* 39

### MINOR IN THEOLOGICAL STUDIES

In addition to the Biblically Informed Core (BIBL 101 and 102) the following courses are required for a minor in Theological Studies:

*Core Theology Courses (choose one)* 3

Any 200-level **THEO** course

*Biblical Studies Courses (choose one)* 3

Any **BIBL** course

*Theology Courses (choose four)* 12

Any **THEO** course

*Total Credit Hours* 18

### COURSE DESCRIPTIONS

#### THEO 210 Foundations of Christian Spirituality 3

This course explores the historic foundations of the Christian spiritual life. It considers key biblical texts and selected classical Christian writings in order to understand the nature and development of mature Christian faith, the connection between faith development and human development, the relationship between Christian faith and the various doubts and conflicts faced by contemporary believers, and the significance of classical spiritual disciplines in the formation of authentic Christian character. Prerequisite: BIBL 101, 102; minimum grade of C in BIBL 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 respon-

sible 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: BIBL 101, 102; minimum grade of C in BIBL 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: BIBL 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: BIBL101, 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: BIBL 101, 102.

**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. This course fulfills the Knowledge about Global Diversity general education requirement. Prerequisite: Minimum grade of C in THEO 240, or 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 319 Christian Marriage 3**

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 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 will eventually marry, live out their marriages faithfully and well, and will help all our students to mature in ways that will enable them to better live out their Christian vocations in either the married or single state

**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 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 reading of secondary and primary texts, course discussion and through student précis presentations. Prerequisite: Minimum grade of C in HONR 240, THEO 240, THEO 251 or THEO 252.

**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. Prerequisite: Minimum grade of C in THEO 240 or 251 or 252.

**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. Prerequisite: Minimum grade of C in HONR 240, THEO 240 or 251 or 252.

**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. Prerequisites: Minimum grades of C in BIBL 101, 102 and HONR 240 or THEO 240.

**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. Prerequisite: Minimum grade of C in THEO 240 or 251 or 252.

**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. Prerequisite: Minimum grade of C in HONR 240 or THEO 240 or 251 or 252.

**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 the phrase "image of God" will occupy a great deal of our time in this course. We will also reflect on texts, film and music that suggest the unique

tensions that characterize human life as finite, fallen, redeemed, social and cultural. Prerequisite: Minimum grade of C in HONR 240 or THEO 240 or 251 or 252.

**THEO 344 The Triune Spirit and the Church** 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 consider 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. Prerequisite: Minimum grade of C in HONR 240 or THEO 240 or 251 or 252.

**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. Prerequisite: Minimum grade of C in THEO 240 or 251 or 252.

**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 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 Mathewes-Greene, Anne Lamott, Madeleine 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).

## 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 202W	Youth Ministry and Evangelistic Strategy	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>	<u>22</u>
YMIN 313, 314 or 315	Field Placement I	1-3
YMIN 413, 414 or 415	Field Placement II	1-3
	<i>Subtotal Credit Hours:</i>	<u>4</u>

*Choose ONE of the following courses:* 3  
 (may include courses taken to meet CORE requirements)

PSYC 206	Adolescent Psychology
PSYC 240	Basic Counseling Skills
SOCI 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
YMIN 317	Cross-Cultural Mindset in Ministry

<i>Choose ONE of the following courses:</i>	2	
YMIN 217	Youth Ministry Teaching Lab	
YMIN 406	Youth Ministry Skills Clinic	
	<i>Subtotal Credit Hours:</i>	<u>8</u>

#### Bible and Theology Courses:

*TWO courses in Theology:*

(to include CORE requirements)

THEO 210	Foundations of Christian Spirituality	3
THEO 240	Theological Thinking <b>or</b>	3
HONR 240	Introduction to Christian Theology	
	<i>Subtotal Credit Hours:</i>	<u>6</u>

<i>Choose TWO from BIBL at the 200-level or above (in addition to CORE requirements)</i>	6	
	<i>Subtotal Credit Hours:</i>	<u>6</u>

*Choose TWO additional electives from BIBL or THEO at the 200-level or above (in addition to CORE requirements)*

	<i>Subtotal Credit Hours:</i>	6
	<i>Total Credit Hours:</i>	<u>52</u>

#### COURSE DESCRIPTIONS

**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 202W Youth Ministry and Evangelistic Strategy** 3  
 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. This course will also focus on developing significant writing skills or students in the major.

**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 context of the course is a two-week wilderness trip that will include 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. Principles of biblical interpretation and Bible study activities appropriate to youth ministry will be explored. Prerequisites: Minimum grades of C in YMIN 101, 102.

**YMIN 207 Youth Ministry Programming Skills** 3

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. Offered in fall. Prerequisite: Minimum grade of C in YMIN 101.

**YMIN 211 Seminar in Campus Ministry I** 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 teach biblical principles to teenagers. Students will learn how to teach creatively, structure a Bible study, and create and use media in ministry. 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** 1-3

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** 1-3

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 for at least one semester, 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 317 Cross-Cultural Mindset in Ministry** 3  
 The call to serve as Christians implies finding new ways of contextualizing the Gospel. This course is designed to encourage students to think creatively when serving in today's world. In order to break stereotyped patterns and allow creativity to emerge, the student will be exposed to different cultural experiences and will reflect on the need to embrace a cross-cultural approach in ministry. This course includes a ten-day spring break trip to a location outside of the United States.

**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 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 I. 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. The Culminating Senior Experience (CSE) project will be part of this course. 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 speaking to teenagers. Students 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** 1-3  
 See description for YMIN 313, 314.

**YMIN 415 Summer Field Placement II** 1-3  
 See description for YMIN 315.

## **GENDER STUDIES SEMINAR**

Eastern offers a unique 3-week, faith-based "Seminar by the Sea" in the coastal region of Maine. Drawing students from around the country, this gender studies course, focusing on psychology and literature, allows students to live in community and explore what it means to be a man or woman in today's society, with a focus on the ways in which gender informs and affects our lives.

**ENGL 299 Seminar by the Sea** 3  
 Eastern offers a unique 3-week faith-based course on gender studies. Drawing students from around the country, this gender studies course, focusing on literature/writing, allows students to live in community and explore what it means to live in a gendered society. Topics include women in politics, differing masculinities, women in the global community, gender in the church, constructions of gender and race, gender and violence. This course is offered bi-yearly during Summer I session, in Oceanwood, Maine.

**PSYC 299 Seminar by the Sea** 3  
 Eastern offers a unique 3-week faith-based course on gender studies. Drawing students from around the country, this gender studies course, focusing on psychology, allows students to live in community and explore what it means to live in a gendered society. Topics include women in politics, differing masculinities, women in the global community, gender in the church, constructions of gender and race, gender and violence. This course is offered bi-yearly during Summer I session in Oceanwood, Maine.



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- Michael Lee** ('10), *Associate Professor of History* (B.A., Yale University; M.A., Gordan-Conwell Theological Seminary; Ph.D., University of Notre Dame)
- Ronald A. Matthews** ('92), *Professor of Music* (B.Mus., Westminster Choir College; M.Mus., Temple University; D.Mus., Combs College of Music)
- Steven McGuire** ('10), *Assistant Professor of Political Science* (B.A., University of Lethbridge; M.A., University of Saskatchewan; Ph.D., The Catholic University of America)
- Nicola Whitley McLallen** ('00), *Senior Lecturer of Mathematics* (B.S., M.S., University of Natal in South Africa; Ph.D., University of Illinois)
- Susannah Cobb McMonagle** ('13), *Assistant Professor of Communication Studies* (B.A., Eastern University; M.A., Villanova University)
- Eloise Hiebert Meneses** ('92), *Professor of Anthropology* (B.A., University of Washington; M.A., Ph.D., University of California, San Diego)
- Wendy Mercier** ('97), *Associate Professor of Biokinetics and Biology* (B.S.N., Pennsylvania State University; Ph.D., Temple University)
- Christopher Micklewright** ('13), *Assistant Professor of Mathematics* (B.A., Eastern University; M.A., Villanova University; Ph.D., Bryn Mawr College)
- Joseph B. Modica** ('93), *University Chaplain, Associate Professor of Biblical Studies* (B.A., Queens College, CUNY; M.Div., Alliance Theological Seminary; M.Phil, Ph.D., Drew University)
- Justin Moeller** ('12), *Assistant Professor of Political Science* (B.A., University of Wisconsin; M.A., San Diego State Univ.; Ph.D., University of Georgia)

- Joao M. Monteiro** ('05), *Associate Professor of Sociology* (B.A., M.A., Olivet Nazarene University; M.Phil., Ph.D., Drew University)
- Julie W. Morgan** ('92), *Professor of Communication Studies* (B.S., M.S., Radford University; Ed.D., Nova Southeastern University)
- Kelly Mowery** ('12), *Associate Professor of Chemistry* (B.A., Transylvania University; Ph.D., University of Michigan)
- Teresa Nevola Moyer** ('92), *Professor of Music* (B.A., Rutgers University; Artist's Diploma, M.M., Curtis Institute of Music)
- Mike Mtika** ('01), *Professor of Sociology* (B.S., Bunda College of Agriculture, University of Malawi; M.S., Reading University, United Kingdom; Ph.D., Washington State University)
- M. Catherine Neimetz** ('09), *Director, Early Childhood Education, Associate Professor of Education* (B.S., Clarion University of Pennsylvania; M.Ed., Rutgers, the State University of New Jersey; Ph.D., University of Pittsburgh)
- Joon-Seo Park** ('09), *Associate Professor of Chemistry* (B.S., M.S., Sogang University Seoul; Ph.D., University of Houston)
- John L. Pauley, II** ('07), *Professor of Communication Studies* (B.A., Southwestern College; M.Div., Denver Seminary; M.A., Ph.D., University of Texas at Austin)
- Darrell Pearson** ('99), *Associate Professor of Youth Ministry* (B.S., Colorado State University; M.Div., Bethel Theological Seminary; D.Min., Palmer Seminary of Eastern University)
- Stephanie Perez-Jarmul** ('13), *Lecturer of Social Work* (B.S., M.S.W., Temple University)
- Mary Anne Peters** ('08), *Professor of Nursing* (B.S.N., Pennsylvania State University; M.S.N., University of Pennsylvania; Ph.D., Widener University)
- Margaret Kim Peterson** ('98), *Associate Professor of Theology* (B.A., Mount Holyoke College; M.Div., Gordon-Conwell Theological Seminary; Ph.D., Duke University)
- Frederic Putnam** ('12), *Associate Professor in the Templeton Honors College* (B.S., Philadelphia College of Bible; S.T.M., M.Div., Biblical Theological Seminary; M.A., The Dropsie College for Hebrew and Cognate Learning; Ph.D., The Annenberg Research Institute)
- Eduardo Ramirez** ('04), *Associate Professor of Youth Ministries* (B.Th., Instituto Biblico Buenos Aires; M.A. in Education, Universidad de Moran; M.A. Wheaton College; D.Min., Eastern Baptist Theological Seminary)
- Elvira Ramirez** ('00), *Associate Professor of Spanish* (Th.B., IBBA, Buenos Aires; M.A., Universidad de Moron, Buenos Aires; M.A., Wheaton College; M.A., Ph.D., Temple University)
- Patricia Reger** ('06), *Professor of Biokinetics* (B.S., M.S., Ph.D., Temple University)
- Geraldine Remy** ('06), *Lecturer of Nursing* (B.S., Gwynedd Mercy College; B.S., Delaware Valley College; M.S., University of Pennsylvania; Ph.D., Eastern University)
- Amy Richards** ('11), *Visiting Assistant Professor of Philosophy* (B.A., Eastern University; M.A., Ph.D., University of Virginia)
- David W. Robbins** ('84), *Professor of Youth Ministry* (B.A., University of North Carolina; M.Div., Gordon-Conwell Theological Seminary; D.Min., Fuller Theological Seminary)
- George (Jo) Saba** ('09), *Lecturer of Psychology* (B.S., M.A., Eastern University)
- Serah Shani** ('14), *Visiting Assistant Professor of Anthropology* (B.A., Daystar University, Nairobi, Kenya; M.A., University of Pennsylvania; Ph.D., Columbia University)
- Sharon Smith** ('14) *Visiting Professor of Social Work* (B.A., Rutgers University; M.S.W., University of Chicago; M.A., Ph.D., University of Pennsylvania)
- Russell J. Snell** ('08), *Professor of Philosophy* (B.S., Liberty University; M.A., Boston College; Ph.D., Marquette University)
- Albert C. Soggi** ('04), *Associate Professor of Business* (B.S., Bentley College; M.A., Framingham State College; D.B.A., Nova Southeastern University)
- Kenton Sparks** ('00), *Professor of Biblical Studies* (B.A., Johnson Bible College; M.B.A., Kennesaw State University; M.A., Columbia Bible Seminary; Ph.D., University of North Carolina, Chapel Hill)
- Julia Aguilar Stewart** ('99), *Professor of Foreign Languages* (B.A., Oral Roberts University; M.A., University of Arizona; M.A., Ph.D., University of Pennsylvania)
- Timothy Stone** ('14), *Visiting Assistant Professor of Biblical Studies* (B.S., Cairn University; M.A., Wheaton College; Ph.D., St Mary's College, University of St Andrews, Scotland)

**Tara Stoppa** ('09), *Associate Professor of Psychology* (B.A., Moravian College; M.S., Millersville University, M.S., Ph.D., Pennsylvania State University)

**William Storm** ('15) *Visiting Assistant Professor of English* (B.A., Marquette University; M.A., University of Mississippi; Ph.D., Marquette University)

**Michael Thomas** ('10), *Assistant Professor of Psychology* (B.S., Philadelphia Biblical University; M.A., Psy.D., Regent University)

**Jennifer Tibbels** ('14), *Associate Professor of Theatre* (B.A., Eastern University; M.F.A., Columbia University)

**Douglas Trimble** ('13), *Associate Professor of Psychology* (B.A., Messiah College; M.A., Ph.D., Temple University)

**Yolanda Turner** ('97), *Associate Professor of Psychology* (B.A., Bates College; M.A., Hahnemann Medical University; Ph.D., Widener University)

**David W. Unander** ('92), *Professor of Biology* (B.S., M.A., Southern Illinois University; Ph.D., University of Minnesota)

**Sheryl Van Horne** ('15), *Associate Professor of Criminology* (B.A., M.A., Ph.D., Rutgers University)

**Christina VonColin-Applying** ('15) *Lecturer in Nursing* (B.S., Neumann College; R.N., Roxborough Memorial Hospital School of Nursing; M.S.N., Widener University)

**Van B. Weigel** ('84), *Professor of Ethics and Economic Development* (B.A., Oral Roberts University; M.Div., Eastern Baptist Theological Seminary; Ph.D., University of Chicago)

**M. Colleen Willenbring** ('12), *Assistant Professor of English* (B.A., College of St. Benedict; M.A., St. John's College, Cambridge University, UK; Ph.D., Marquette University)

**William Yerger** ('01), *Associate Professor of Education*, (B.S., M.S., Bloomsberg State College; Ed.D. Lehigh University)

**Jonathan Yonan** ('07), *Associate Professor and Dean of the Templeton Honors College*, (B.A., Gordon College; M.St., D.Phil., University of Oxford)

**Stephen Welsh** ('05), *Lecturer of Dance* (B.A., Swarthmore College; M.F.A., Temple University)

## **AFFILIATES OF THE FACULTY, COLLEGE OF ARTS AND SCIENCES**

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**Glenn Batdorf** ('11), *Instructor of Education*, (B.A., Albright College; M.A., Arcadia University)

**Ivars Bilkins** ('11), *Instructor of Education*, (B.S., Ed.M., Temple University)

**Carla Cardwell** ('11), *Instructor of Social Work* (B.A., Rutgers University; M.S.S. Bryn Mawr College)

**Whitney Collins** ('13), *Instructor of Business* (B.A., Lafayette College; M.B.A., Lehigh University)

**Leslie Elken** ('13), *Instructor of Business* (B.A., Wheaton College; M.A., University of Pennsylvania)

**Katrina Hayes** ('08), *Instructor of English* (B.A., Eastern University; M.A., West Chester University)

**Francis E. Kawtoski** ('04), *Instructor of Education* (B.S., The Pennsylvania State University; M.A., Ed.D., Lehigh University)

**Robin Lowery** ('01), *Lecturer of Business* (B.S., Drexel University; M.B.A., Eastern College)

**Wayne H. Lutz** ('06), *Instructor of Biology* (B.A., Muhlenberg College; D.C., Palmer College of Chiropractic)

**Greg McCord** ('00), *Instructor of Education* (B.S., Kutztown State College; M.A., Millersville State College)

**Nicole McKeown** ('13), *Instructor of Education* (B.S., Saint Joseph's University; M.S., Saint Joseph's University)

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

**Douglas Mountz** ('09), *Director, Secondary Education, Director, Middle Level Education, Instructor of Education* (B.S. West Chester State College; M.S., West Chester State College; M.S., Wilkes University; Ed.D., Immaculata University)

**Carol Nigro** ('11), *Instructor of Mathematics and Education* (B.A., Temple University; M.A. Pennsylvania State University)

**Karen Piscopo** ('06), *Director, Special Education, Instructor of Education*, (B.A., Holy Family College; M.Ed., Trenton State College)

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

## EMERITUS FACULTY

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- Gordon C. Bennett**, *Associate Professor of Communications* (A.B., Dickinson College; M. Div., Berkeley Baptist Divinity School; M.A., Temple University)
- Frederick J. Boehlke, Jr.**, *Professor of History* (B.A., University of Pennsylvania; B.D., Eastern Baptist Theological Seminary; M.A., Ph.D., University of Pennsylvania)
- Anthony Campolo**, *Professor of Sociology* (A.B., Eastern Baptist College; B.D., Th.M., Eastern Baptist Theological Seminary; Ph.D., Temple University)
- Caroline L. Cherry**, *Professor of English* (A.B., Randolph Macon Woman's College; M.A., Ph.D., University of North Carolina)
- James Engel**, *Distinguished Professor of Marketing and Research* (B.S., Drake University; M.S., Ph.D., University of Illinois)
- David A. Fraser**, *Professor of Sociology* (B.A., Columbia International University; A.B., Stanford University; A.M., Harvard University; M.Div., Fuller Theological Seminary; M.A., Ph.D., Vanderbilt University)
- Peter Genco**, *Professor of Philosophy* (B.A., Houghton College; M.A., Ph.D., New York University)
- Donald C. Gray**, *Associate Professor of Sociology* (B.App.Math., University of Minnesota; B.D., Fuller Theological Seminary; M.A., Ph.D., University of Kentucky; M.S., Villanova University)
- Christopher A. Hall**, *Distinguished Professor of Theology* (B.A., University of California, Los Angeles; M.A., Fuller Theological Seminary; Th.M., Regent College; M. Phil., Ph.D., Drew University)
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- Mary Stewart Van Leeuwen**, *Professor of Psychology and Philosophy* (B.A., Queen's University; M.A., Ph.D., Northwestern University)
- Raymond C. Van Leeuwen**, *Professor of Biblical Studies* (B.A., Calvin College; B.D., Calvin Theological Seminary; M.A., Ph.D., University of St. Michael's College)
- David L. Wilcox**, *Professor of Biology* (B.S., Geneva College; Ph.D., The Pennsylvania State University)

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Fran Decker (B.A., M.L.S.), *Computer Services Librarian*  
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John Mokonyama (M.S., M.B.A., M.S.L.I.S.), *Access and Research Services Librarian/Faculty*

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*University Registrar*

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*Vice President for Student Development*

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Nate Davis (B.S.), *Director of Athletics and Athletic Development*

Daryl Hawkins (B.S., M.A., M.T.S.), *Dean of Students*

Lisa Hemlick (B.S., M.S., Ph.D.), *Director of the Cushing Center for Counseling and Academic Support (CCAS)*

Jackie Irving (B.S., M.S.), *Director of Multicultural Student Initiatives and Goode Scholars*

James Magee (B.S.), *Director of Campus Security*

Byron McMillan, *Director of Auxiliary Services*

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

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*Director of Leadership Fellows Program*

Sarah E. Todd (B.A., M.Ed.), *Director of the Center for Talent and Career Development*

Janet Topper (R.N., B.S.N., C.S.N.), *Director of Student Health Services*

### **TECHNOLOGY SERVICES**

Philip Mugridge (B.A.), *Interim Executive Director of University Technology Services*

## **ALUMNI ASSOCIATION**

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Mary Gardner (B.A., M.Ed.), *Director of Alumni Relations*

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

e-mail: [alumni@eastern.edu](mailto:alumni@eastern.edu)

1.800.600.8057

### **EXECUTIVE COUNCIL MEMBERS**

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Leah (Welding) Mulhearn '03, *Co-Chairperson*

Joe Tatta '55, *Vice Chairperson*

Esther (Sprowls) Ashbaugh '72, *Secretary*

Tim April '00

Mimi (Ferrell) Blackwelder '89

Sherri (Wilcox) Bwint '83

Chris Lister '86, M.Div. '14

Katherine (Coulter) Martin '10

Gene McMillen '89

Emily (Erisman) Sahrhage '13

Paul Toub '79

Mary (Chaplin) Gardner '83, M.Ed. '12

*EU Representative*

Laura Manger '98, *EU Representative*

# Disclosures

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Eastern University is committed to providing prospective students and their families with ready access to student consumer information. A comprehensive listing with links to resources is located on the home page of the Eastern University Web site. Go to <http://www.eastern.edu/about/student-consumer-information>.

## **Equal Opportunity**

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Under the provisions of Title VI of the Civil Rights Act of 1965, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Age Discrimination Act of 1975, Eastern University does not discriminate in any of its policies, programs, or activities on the basis of sex, age, race, handicap, marital or parental status, color, or national or ethnic origin. Details of the Title IX policy prohibiting sex discrimination are included in the Student Handbook [www.eastern.edu/campus/studev](http://www.eastern.edu/campus/studev) or by request to the Vice President for Student Development 610.341.5822.

## **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

## **Student Right to Know and Campus Security**

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In compliance with the Pennsylvania College and University Security Information Act 73 of 1988 and Student Right-to-Know Act of 1990, the Eastern University Campus Security Report is available on Eastern's Web site [http://www.eastern.edu/campus/university\\_wide\\_services/security/index.html](http://www.eastern.edu/campus/university_wide_services/security/index.html) or by request to the Security Office 610.341.1720.

## **Veterans and Active Military**

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Eastern University honors the service and sacrifices of our nation's veteran and active military personnel. University policies recognize the rich educational experiences and unique challenges faced by servicemen and women admitted to degree programs.

**Enrollment Certification Services for Educational Benefits** – Eastern’s VA representative certifies enrollment for recipients of educational benefits via VA-ONCE.

**College Level Examination Program (CLEP) Testing Services** – Eastern University offers a testing site for current and former military personnel to validate college-level learning that was acquired through experience and non-collegiate instruction

**Requests for Reviews by the Executive Director of Enrollment** – Eastern is committed to providing “military friendly” procedures to servicemen and women who seek admission to degree programs. If active duty, reserve duty or veteran’s affairs issues cause a delay in the prospective student’s planned enrollment, the applicant may submit a written request for a review of the individual circumstances. The University will make reasonable efforts to offer opportunities for future enrollment without penalty.

**Convenient Communication** – Military personnel admitted to degree programs are welcome to use their private e-mail accounts to correspond with university representatives. All announcements relevant to the upcoming enrollment will be sent to the e-mail account the prospective student specifies in the application for admission. Military personnel may need more time to provide documents related to enrollment and financial aid processes, but all materials must be received before the first class meeting.

**Web site Resources** – Online application and payment services are available via [www.eastern.edu](http://www.eastern.edu). Costs, course offerings, financial aid information, forms, policies, procedures and programs of study are among the many resources located on Eastern’s Web site.

## **Information Security**

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The University Registrar provides oversight for the University’s information security. This plan complies with the Family Educational Rights and Privacy Act (FERPA), the Gramm-Leach-Bliley Act (GLB Act) and the Identity Theft Prevention Program. The intent is to guard against the unauthorized access to, or use of, such information that could result in substantial harm or inconvenience to any student.

The following have been identified as operational areas considered when assessing the risks to the confidentiality and security of student information:

- Employee training and management
- Information systems, including network and software design, as well as information processing, storage, transmission and disposal
- Detection, prevention and response to attacks, intrusions, or other information system failures

Offices with access to confidential student information include:

Academic Computing  
Admissions  
Deans  
Financial Aid  
Institutional Research  
Security  
Student Development  
Student Services

Administrative Computing  
Alumni  
Faculty  
Human Resources  
Registrar  
Student Accounts  
Student Health Center

Each relevant area is responsible to secure student information in accordance with all privacy guidelines. Eastern University will select appropriate service providers that are given access to customer information in the normal course of business and will contract with them to provide adequate safeguards.

### **Student Images**

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Photographs are taken of students engaged in various activities, both in class and out, for use in internal and external publications and media. Enrolled students are considered to have given permission to be photographed unless they request exclusion by submitting a written request to the Executive Director of Communications.

### **Athletic Program Participation Rates and Financial Support**

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Annual notification to enrolled students is provided by the Student Development Office or by request to the Vice President for Student Development 610.341.5822.

### **Drug and Alcohol Prevention Information**

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Annual notification to enrolled students is provided by the Student Development Office [http://www.eastern.edu/campus/university\\_wide\\_services/security, Public Safety Policies and Procedures pdf](http://www.eastern.edu/campus/university_wide_services/security_Public_Safety_Policies_and_Procedures.pdf) or by request to the Vice President for Student Development 610.341.5822.

### **Graduation and Retention Trends**

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Annual retention and graduation rates are included in University Facts compiled by the Office of Institutional Research <http://www.eastern.edu/centers/ir/Graduation-Retention.html> or by request to the Director of Institutional Research 610.341.5898.

## **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

610.341.5414

### 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

610.225.5102

FAX: 610.225.5651

### Graduate Education Advising

610.341.1458

### International Student Services

610.341.5870

### Off-campus Study

610.225.5010

### Public Relations

610.341.5930

### Registrar

610.341.1379 and 610.341.5853

FAX: 610.341.1707

### School of Leadership and Development

610.341.4367

### Student Accounts

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.

## 2015-2016 SEMESTER CALENDAR

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### FALL 2015 (FA15) SEMESTER

Classes Begin/Last Day to Register	Wednesday	August 26
Fall Convocation	Friday	August 28
Last Day to Make Schedule Changes (Drop/Add)	Wednesday	September 2
Labor Day Holiday - No Classes	Monday	September 7
Fall Free Days – No Daytime Classes (Evening classes will meet as scheduled)	Thursday, Friday	October 15, 16
Mid-Semester Warnings Issued to Undergraduates	Tuesday	October 28
Last Day to Withdraw from Class - No Academic Penalty	Wednesday	November 4
Thanksgiving Break	Wednesday-Sunday	November 25-29
Classes End	Friday	December 4
Final Examinations	Monday - Friday	December 7-11

### SPRING 2016 (SP16) 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
Mid-Semester Vacation	Saturday-Sunday	Feb 27-March 6
Mid-Semester Warnings Issued to Undergraduates	Wednesday	March 16
Last Day to Withdraw from Class - No Academic Penalty	Thursday	March 24
Easter Break	Friday-Monday	March 25-28
Graduate and Evening Classes Resume at 4:30 pm	Monday	March 28
Classes End	Monday	April 25
Study Day	Tuesday	April 26
Final Examinations	Wednesday-Tuesday	April 27-May 3
Baccalaureate	Friday	May 6
Commencement Ceremonies	Saturday	May 7

### SUMMER 2016 (SUM16)

Classes Begin/Last day to Register	Monday	May 9
Last Day to Add/Drop	Monday	May 16
Memorial Day Holiday	Monday	May 30
Independence Day Holiday	Monday	July 4
Last Day to Withdraw	Wednesday	July 13
Classes End	Thursday	August 11

### SUMMER I 2016 (S116) (Optional Session)

Classes Begin/Last Day to Add/Drop	Monday	May 9
Memorial Day Holiday	Monday	May 30
Last Day to Withdraw	Friday	June 3
Classes End	Thursday	June 23

### SUMMER II 2016 (S216) (Optional Session)

Classes Begin/Last Day to Add/Drop	Monday	June 27
Independence Day Holiday	Monday	July 4
Last Day to Withdraw	Wednesday	July 13
Classes End	Thursday	August 11

## 2016-17 SEMESTER CALENDAR

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### FALL 2016 (FA16) SEMESTER

Classes Begin/Last Day to Register	Monday	August 27
Fall Convocation	Friday	September 2
Labor Day Holiday – No Classes	Monday	September 5
Last Day to Make Schedule Changes (Drop/Add)	Tuesday	September 3
Fall Free Days – No Daytime Classes (Evening classes will meet as scheduled)	Monday, Tuesday	October 17, 18
Mid-semester Warnings Issued to Undergraduates	Wednesday	October 26
Last Day to Withdraw from Class – No Academic Penalty	Monday	November 7
Thanksgiving Break	Wednesday-Sunday	November 22-27
Classes End	Monday	December 12
Final Examinations	Tuesday-Saturday	December 13-17

### SPRING 2017 (SP17) SEMESTER

Classes Begin/Last Day to Register	Monday	January 9
Martin Luther King Holiday Observed – No Classes	Monday	January 16
Mid-Semester Vacation	Saturday-Sunday	February 25 - March 5
Mid-Semester Warnings Issued to Undergraduates	Wednesday	March 15
Last Day to Withdraw from Class – No Academic Penalty	Monday	March 27
Easter Break	Friday-Monday	April 14-17
Graduate and Evening Classes Resume at 4:30 pm	Monday	April 17
Classes End	Wednesday	April 26
Study Day	Thursday	April 27
Final Examinations	Friday-Thursday	April 28 - May 4
Baccalaureate	Friday	May 5
Commencement Ceremonies	Saturday	May 6

### SUMMER 2017 (SUM17) (Optional Session)

Classes Begin/Last Day to Register	Monday	May 8
Last Day to Add/Drop	Monday	May 15
Memorial Day Holiday	Monday	May 29
Independence Day Holiday	Tuesday	July 4
Last Day to Withdraw	Friday	July 14
Classes End	Friday	August 11

### SUMMER I 2017 (S117) (Optional Session)

Classes Begin/Last Day to Add/Drop	Monday	May 8
Memorial Day Holiday	Monday	May 29
Last Day to Withdraw	Friday	June 2
Classes End	Friday	June 23

### SUMMER II 2017 (S217) (Optional Session)

Classes Begin/Last Day to Add/Drop	Monday	June 26
Independence Day Holiday	Tuesday	July 4
Last Day to Withdraw	Friday	July 14
Classes End	Friday	August 11

# 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."

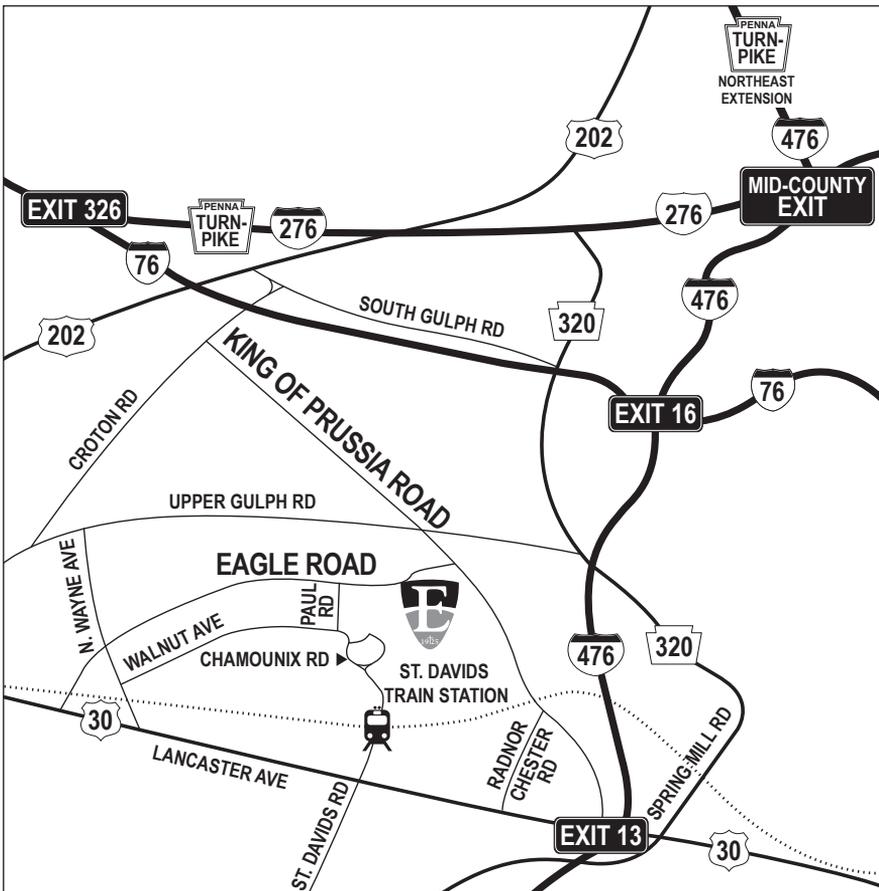
**From Pittsburgh and Points West,** Take I-276 East (PA Turnpike) to Exit 326 (Valley Forge). Continue on I-76 East to 476 South. Follow directions "From I-476."

**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. **Eagle Learning Center**  
*Academic Computing, Classrooms, Nursing Lab*
2. **Eagle Residence Hall**
3. **Fowler Hall**  
*President's Office, Provost's Office, Registrar's Office, Templeton Honors College, Undergraduate Admissions Office*
4. **Sparrowk Residence Hall**
5. **Workman Hall**  
*Music Department*
6. **Gallup Residence Halls**
7. **Hainer Residence Hall**
8. **Gough Residence Hall**  
*Conference Room*
9. **Kea and Guffin Residence Halls**  
*Breezeway Café*
10. **Auxiliary Field**
11. **Gym Cottage**  
*Conferences and Special Events*
12. **Olson Field**
13. **Gymnasium and Recreational Gymnasium**  
*Athletics Department, Athletic Training Center, Dance Studio, Fitness Center*
14. **Tennis Courts**
15. **Baseball Field**
16. **Softball Field**
17. **Harold C. Howard Center/Warner Library**  
*Bookstore, Classrooms, Sociology/Criminal Justice, Missiology/Anthropology, Youth Ministry, Human Resources,*
18. **Janet Long Mall Cottage**  
*Assessment, Institutional Effectiveness, Institutional Research Office; Financial Aid Office; Student Accounts Office*

19. **McInnis Learning Center**  
*Arts and Sciences Dean's Office, Administrative Computing, Auditorium, Biokentics Lab, Bradstreet Observatory, Classrooms and Science Laboratories, Computer Laboratory, Education Laboratory, Faculty Offices, Instructional Technology Center (I.T.S.C.), Planetarium*
20. **Andrews Hall**  
*Business, Chemistry, Communication Studies*
21. **Eastern Eagle**
22. **Walton Hall**  
*Baird Library, Conference Rooms, Cushing Center for Counseling and Academic Support (CCAS), Dining Commons, Jammin' Java Coffee Shop, Mail and Copy Center, Office of Faith and Practice, Office of Talent and Career Development, Prayer Chapel, Security Office, Student Development Offices, Student Government Office*
23. **Willow Lake**
24. **Lower Lake**
25. **Sand Volleyball Court**
26. **Historic Waterwheel**
27. **McGraw Lake**
28. **Gate House**  
*Department of Nursing*
29. **Doane Residence Hall**  
*Student Health Center*
30. **Adams Hall**  
*Campus Services/Plant Operations*
31. **Ott Hall**  
*Alumni Relations, Business and Finance Office, Advancement Office, Security Office*







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## **NOTES**

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