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ESPERANZA COLLEGE STUDENT HANDBOOK

Esperanza College of Eastern University is a partnership between Esperanza Inc. and Eastern University.

2025-2026 Student Handbook

Esperanza College, located at 4261 North 5th Street, Philadelphia, PA 19140-2615, is a branch campus of Eastern University, located at 1300 Eagle Road, St. Davids, PA 19087-3696. This publication provides information concerning Esperanza College. Eastern University catalogs are available in electronic format on www.eastern.edu *(*http://www.eastern.edu*)*.

Eastern University is an Equal Opportunity Institution

Eastern University is committed to the principles of equal opportunity as defined under federal and state law, and does not discriminate unlawfully on the basis of race, gender, sexual orientation, color, creed, disability, national/ethnic origin, age, disabled veteran/Vietnam-era, Genetic Information and Nondiscrimination Act (GINA), or veteran status in its admission policy, program, or activities, educational policies, scholarship and loan programs, athletic and other University-administered programs, or employment practices and programs.

Institutional Accreditation

Middle States Commission on Higher Education (MSCHE) (http://www.msche.org/)
Eastern University is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) www.msche.org (http://www.msche.org/). Eastern University's accreditation status is Accreditation Reaffirmed. The Commission's most recent action on the institution's accreditation status on June 22, 2023 was to reaffirm accreditation. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA) and classified by the Carnegie Foundation for the Advancement of Teaching: Master's – Larger Programs. It is approved for Veterans' Education.

Middle States Commission on Higher Education
1007 North Orange Street, 4th Floor, MB#166
Wilmington, DE 19801
(phone: (267) 284-5000)

Esperanza Inc. is an Equal Opportunity Institution

Esperanza, Inc. (Esperanza) is committed to Equal Employment Opportunity and Affirmative Action (EEO/AA). The organization bases its employment decisions on the principle of equal employment opportunity. Esperanza will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, veteran status, or any other category protected by law.

Regulation Change

Eastern University, Esperanza Inc., and Esperanza College reserve the right to change its regulations, courses of study, and schedule of fees without previous notice.

Esperanza College of Eastern University

College Council

Rev. Danny Cortés, Chair, Executive Vice President and Chief of Staff, Esperanza, Philadelphia, PA

Rev. Luis Cortés, Jr., President, CEO and Founder, Esperanza, Philadelphia, PA

Dr. Ronald A. Matthews, President, Eastern University, St. Davids, PA

Mr. Trevor S. Jackson, Vice President for Finance and Operations, Eastern University, St. Davids, PA

Rev. Ruben Ortiz, Director of National Programs, Esperanza, Philadelphia, PA

Dr. Kenton Sparks, Provost, Eastern University, St. Davids, PA

Mr. Walter Toliver, Executive Vice President and Corporate Counsel, Esperanza, Philadelphia, PA

Eastern University Officers and Trustees

Dr. Ronald A. Matthews, President, Eastern University, St. Davids, PA
Dr. Kenton Sparks, Provost, Eastern University, St. Davids, PA
Mr. Steve Clemens, '91, Chair of the Board of Trustees
(For a complete listing, go to www.eastern.edu *(*http://www.eastern.edu*))*

Academic Programs

All academic programs at Esperanza College of Eastern University consist of a minimum of 61 credit hours. During their first two semesters, students take core courses designed to fulfill the basic educational mission of Eastern University, specifically those providing a biblical foundation upon which all learning and action can be based, those ensuring the acquisition of certain basic skills, and those that broaden the students' views of the world. Students take additional courses in their field of study starting their second semester. Graduates typically end with more than 61 credits, as outlined by each academic program. Upon completing each program, students will be equipped to continue their education at a baccalaureate level, to demonstrate enhanced job skills, and to continue a self-determined plan of learning.

Use of Spanish/English on Campus

Esperanza College structures its program so that non-native English speakers are expected to use English throughout the four semesters, however, to ease the development and mastering of the language some first and second semester courses will have a bilingual Instructor to help translate directions or other information. Most career advancement in the continental US requires strong English skills and our goal is to prepare students for further education and/or career advancement. We try to provide the environment in which students can make the progress needed to be successful in the future.

To that end, we have established the following policies concerning the use of English while at Esperanza College (EC):

- In all **English** and **Language** courses, all teaching and conversation in the classroom is to be in English, with the exception that during the first two semesters, explanations of material can be in Spanish if students are having difficulty with comprehension.
- Students are encouraged to use English as much as possible during this year.
- In all courses taught the third semester, all teaching and conversation in the classroom is to be in English, with the exception that explanations can occasionally be in Spanish when there are problems in comprehending the material when a qualified person to explain the material is available.
- In all courses taught the fourth semester, all teaching and conversation in the classroom are to be in English.
- Students are strongly encouraged to practice their English before and after class and during the break period.

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Associate of Applied Science in Esports Management

The mission of the Associate of Applied Sciences in eSports Management program is to prepare students with the unique knowledge, skills, and experiences to be leaders in the eSports industry who are committed to faith, excellence, integrity, reason, and justice. This is accomplished by providing a foundation on the business of eSports, leadership, strategic planning, strategic decision making, communication, marketing, online communities, team development, and entrepreneurship; and, by exposing students to real-life scenarios, expert knowledge, and cutting-edge technology and practices to give them a marked advantage in the marketplace.

ESports Management Curriculum Map

Course	Title	Credit Hours
Semester 1		
ENGL 101 & LANG 157	Introduction to Academic English and Language Practicum	4
INST 150	Introduction to Faith, Reason, and Justice	3
Select one of the following:		3
MTEC 101	New Media Networks & Technologies [1]	
MPRO 101	Principles of Design & Production [1]	
MATH 103	Mathematical Ideas [2]	3
ESPT 100	Introduction to eSports Management [1]	3
	Credit Hours	**16**
Semester 2		
ENGL 102 & LANG 158	College Writing and Language Practicum	4
SPAN 101A	Elementary Spanish [2]	3
COMM 120	Public Speaking	3
ENTR 205	Managing Entrepreneurial Enterprises [1]	3
THEO 110 or BIBL 100	Christian Spirituality or Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
	Credit Hours	**16**
Semester 3		
BIOL 104	Human Biology [2]	4
ESPT 101	eSports Gaming Technologies and Design Fundamentals [1]	3
ACCT 210	Accounting Fundamentals	3
COMM 331	Social Media in Organizations [1]	3
MKTG 202	Principles of Marketing	3
	Credit Hours	**16**
Semester 4		
BUSA 206	Principles of Management and Leadership [1]	3
BUSA 350	Business Law [1]	3
ESPT 200	Esports Event Planning and Strategy [1]	3
COMM 361	Digital Media Production [1,3]	3
COMM 295	Field Practicum Communications [1,3]	1
ESPT 295	e-Sports Field Experience [1]	3
	Credit Hours	**16**
	Total Credit Hours	**64**

1 Satisfies core requirement.
2 Students may substitute more advanced courses if able to meet specific course prerequisites.
3 COMM 361 Digital Media Production and COMM 295 Field Practicum Communications taken concurrently

Associate of Applied Science in Media and Technology

The A.A.S. in Media & Technology prepares students to be skilled in the practice of communication and the use, design, production, and distribution of digital media and technology that leads to positive spiritual, social, and economic transformation especially in the urban context and among immigrant communities. This provides a critical gateway to higher education for Latinos and other underserved communities living in Philadelphia's urban core. The degree enables students to follow careers in a variety of industries working with digital media communication, emerging transmedia, production, and technology. The degree builds a solid foundation for students who wish to start their careers or pursue a 4-year degree.

Media and Technology Curriculum Map

Course	Title	Credit Hours
Semester 1		
ENGL 101 & LANG 157	Introduction to Academic English and Language Practicum	4
INST 150	Introduction to Faith, Reason, and Justice	3
COMM 120	Public Speaking	3
COMM 105	Introduction to Communication: Mass Media [1]	3
CSCI 110	Computer Literacy	3
	Credit Hours	**16**
Semester 2		
ENGL 102 & LANG 158	College Writing and Language Practicum	4
MATH 103	Mathematical Ideas [2]	3
DCOM 101	Storytelling & Social Change [1]	3
MPRO 101	Principles of Design & Production [1]	3
MTEC 101	New Media Networks & Technologies [1]	3
	Credit Hours	**16**

Semester 3		
BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
Select one of the following:		3
SPAN 101	Elementary Spanish I	
SPAN 150	Grammar & Conversation/Native Speakers	
COMM 331	Social Media in Organizations [1]	3
MTEC 201	Web & Mobile Technologies I [1,3]	3
MTEC 290	Technology Practicum [1,3]	1
MPRO 201	Media Production I [1,4]	3
MPRO 290	Media Production Practicum [1,2,4]	1
	Credit Hours	**17**
Semester 4		
Select one Social Science elective [1,5]		3
BIOL 104	Human Biology	4
MTEC 251	Web & Mobile Technologies II [1,6]	3
MTEC 295	Technology Field Practicum [1,6]	1
DCOM 251	Media Law, Ethics & Leadership [1]	3
MPRO 251	Media Production II [1,7]	3
MPRO 295	Media Field Practicum [1,7]	1
	Credit Hours	**18**
	Total Credit Hours	**67**

1. Satisfies core requirement.
2. Practicum courses take a competency/badging approach
3. MTEC 201 Web & Mobile Technologies I and MTEC 290 Technology Practicum taken concurrently
4. MPRO 201 Media Production I and MPRO 290 Media Production Practicum taken concurrently
5. e.g. ECON 205 Essentials of Economics, PSYC 100 General Psychology, SOCI 100 Introduction to Sociology
6. MTEC 251 Web & Mobile Technologies II and MTEC 295 Technology Field Practicum taken concurrently
7. MPRO 251 Media Production II and MPRO 295 Media Field Practicum taken concurrently

Associate of Applied Science in Medical Assisting

The Medical Assisting program prepares students to be skilled medical professionals, compassionate caregivers and adaptable thinkers who can respond to a rapidly changing healthcare system. Students will learn to view their patients holistically and respond to them with empathy and sensitivity. The program seeks to graduate men and women who act as catalysts for social change and justice in a complex healthcare system and who strive to make improvements to the health of their community and city at large.

Medical Assisting Curriculum Map

Course	Title	Credit Hours
Semester 1		
ENGL 101 & LANG 157	Introduction to Academic English and Language Practicum	4
INST 150	Introduction to Faith, Reason, and Justice	3
CSCI 110	Computer Literacy	3
COMM 120	Public Speaking	3
MATH 103	Mathematical Ideas [1]	3
	Credit Hours	**16**
Semester 2		
ENGL 102 & LANG 158	College Writing and Language Practicum	4
SPAN 101A	Elementary Spanish [1]	3
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry Laboratory I [2]	4
MEDA 101	Introduction to Medical Assisting [2]	3
MEDA 150	Medical Terminology [2]	3
	Credit Hours	**17**
Semester 3		
PSYC 100	General Psychology [2]	3
BIOL 233	Human Physiology & Anatomy I [2]	4
MEDA 160	Phlebotomy and Critical Clinical Procedures [2]	3
MEDA 168	Records, Billing, and Coding [2]	3
MEDA 260	Phlebotomy and Ekg Technology [2]	4
	Credit Hours	**17**
Semester 4		
PSYC 207	Lifespan Development [2]	3
BIOL 234	Human Physiology & Anatomy II [2]	4
MEDA 204	Medical Law and Ethics [2]	3
MEDA 224	Pharmacology [2]	3
MEDA 300	Externship [2,3]	4
	Credit Hours	**17**
	Total Credit Hours	**67**

1. Students may substitute more advanced courses if able to meet specific course prerequisites.
2. Satisfies core requirement.
3. Registration for Externship will take place only in the last semester of studies and after the student has met all the requirements for externship as listed under STEM requirements (refer to index).

Associate of Arts in Community and Human Services

The Community and Human Services program provides academic preparation for students who plan further study and careers in human services, nonprofit administration, social work, and community development. It focuses on building student understanding of helping skills, such as assessment and problem-solving, which are used in services ranging from case management to community development. The Program fosters an interdisciplinary approach to empowering communities and developing the knowledge and skills necessary for the provision of social services.

Community and Human Service with a Focus on Social Work Curriculum Map

Course	Title	Credit Hours
Semester 1		
ENGL 101 & LANG 157	Introduction to Academic English and Language Practicum	4
INST 150	Introduction to Faith, Reason, and Justice	3
CSCI 110	Computer Literacy	3
MATH 103	Mathematical Ideas (or higher) [1]	3
COMM 120	Public Speaking	3
	Credit Hours	**16**
Semester 2		
ENGL 102 & LANG 158	College Writing and Language Practicum	4

BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
THEO 210		3
SPAN 101A	Elementary Spanish (or higher) [1]	3
SOCI 100	Introduction to Sociology [2]	3
	Credit Hours	**16**
Semester 3		
ENGL 220	Studies in the Novel and Short Fiction [2]	3
BIOL 104	Human Biology [1]	4
SOWK 105	Introduction to Social Work [2]	3
SOWK 110	Human Diversity and Social Interaction [2]	3
PSYC 100	General Psychology [2]	3
INST 395	Field Experience [2]	1
	Credit Hours	**17**
Semester 4		
SOWK 230	Special Topics [2]	3
INST 161	Heritage of Western Thought and Civilization - Modern	3
Select one of the following:		3
PSYC 207	Lifespan Development [2]	
PSYC 225	Biopsychology [2]	
PSYC 240	Basic Counseling Skills [2]	
PSYC 301	Psychopathology [2]	
PSYC 319	Psychology of the Family [2]	
INST 225	Community Development Seminar	3
	Credit Hours	**12**
	Total Credit Hours	**61**

1 Students may substitute more advanced courses if able to meet specific course prerequisites.
2 Satisfies core requirement.

Community and Human Services with a focus on Psychology Curriculum Map

Course	Title	Credit Hours
Semester 1		
ENGL 101 & LANG 157	Introduction to Academic English and Language Practicum	4
INST 150	Introduction to Faith, Reason, and Justice	3
CSCI 110	Computer Literacy	3
COMM 120	Public Speaking	3
MATH 103	Mathematical Ideas (or higher) [1]	3
	Credit Hours	**16**
Semester 2		
BIBL 100 or THEO 210	Introducing Biblical Literature,Biblical Literature in Contemporary Context or	3
ENGL 102 & LANG 158	College Writing and Language Practicum	4
SPAN 101A	Elementary Spanish (or higher) [1]	3
SOCI 100	Introduction to Sociology [2]	3
PSYC 100	General Psychology [2]	3
	Credit Hours	**16**
Semester 3		
PSYC 207	Lifespan Development [2]	3
BIOL 104	Human Biology [1]	4
SOWK 105	Introduction to Social Work [2]	3
SOWK 110	Human Diversity and Social Interaction [2]	3
PSYC 225	Biopsychology [2]	3
INST 395	Field Experience [2]	1
	Credit Hours	**17**
Semester 4		
SOWK 230	Special Topics [2]	3
PSYC 301	Psychopathology [2]	3
PSYC 240	Basic Counseling Skills [2]	3
PSYC 319	Psychology of the Family [2]	3
INST 225	Community Development Seminar [2]	3
	Credit Hours	**15**
	Total Credit Hours	**64**

1 Students may substitute more advanced courses if able to meet specific course prerequisites.
2 Satisfies core requirement.

Associate of Arts in Criminal Justice

The Criminal Justice Program provides students with a unique curriculum that endows them with the ability to connect theory and practice of criminal justice, with a special emphasis on the Christian ethical perspective. The program provides students with general education and interdisciplinary course work that facilitates an easy transition to undergraduate programs in criminal justice, law, and sociology. It prepares students for careers in police departments at the local and state levels and also in the courts, corrections, probation/parole, juvenile justice, Department of Homeland Security, and many other public law enforcement agencies.

Criminal Justice Curriculum Map

Course	Title	Credit Hours
Semester 1		
ENGL 101 & LANG 157	Introduction to Academic English and Language Practicum	4
INST 150	Introduction to Faith, Reason, and Justice	3
CSCI 110	Computer Literacy	3
COMM 120	Public Speaking	3
MATH 103	Mathematical Ideas [1]	3
	Credit Hours	**16**
Semester 2		
ENGL 102 & LANG 158	College Writing and Language Practicum	4
SPAN 101A	Elementary Spanish [1]	3
BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
SOCI 100	Introduction to Sociology [2]	3
THEO 110	Christian Spirituality	3
	Credit Hours	**16**
Semester 3		
CRMJ 115	Introduction to Forensic Science [2]	3
ENGL 220	Studies in the Novel and Short Fiction [2]	3
CRMJ 105	Introduction to Criminal Justice [2]	3
CRMJ 110	Criminal Investigation [2]	3
CRMJ 310	Correctional Systems [2]	3
CRMJ 395	Field Experience in Criminal Justice [2]	1
	Credit Hours	**16**
Semester 4		
CRMJ 215	Victimology [2]	3
INST 161	Heritage of Western Thought and Civilization - Modern	3
CRMJ 220	Restorative Justice [2]	3
CRMJ 205	Introduction to Policing [2]	3

CRMJ 210	Prosecution and the Courts [2]	3
	Credit Hours	**15**
	Total Credit Hours	**63**

[1] Students may substitute more advanced courses if able to meet specific course prerequisites.
[2] Satisfies core requirement.

Associate of Arts in Early Childhood Education

The Early Childhood Education program provides academic preparation for students who plan to further their study in the field of education. It focuses on the development of teaching skills, such as assessment, lesson planning, and classroom management, which are used in early childhood education settings. The program fosters an interdisciplinary approach to empowering students and developing the knowledge and skills necessary for the provision of quality education.

Early Childhood Education Curriculum Plan

Course	Title	Credit Hours
Semester 1		
ENGL 101 & LANG 157	Introduction to Academic English and Language Practicum	4
INST 150	Introduction to Faith, Reason, and Justice	3
CSCI 110	Computer Literacy	3
COMM 120	Public Speaking	3
MATH 107	Mathematical Perspectives for Educators [1]	3
	Credit Hours	**16**
Semester 2		
ENGL 102 & LANG 158	College Writing and Language Practicum	4
SPAN 101A	Elementary Spanish [2]	3
BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
EDUC 327	Early Childhood Principles & Procedures	3
EDUC 329	Early Childhood: Curriculum and Assessment [1]	3
	Credit Hours	**16**
Semester 3		
BIOL 104	Human Biology [2]	4
ENGL 220	Studies in the Novel and Short Fiction [1]	3
EDUC 235	Urban Education [1]	3
EDUC 234	Child and Adolescent Development [1]	3
MATH 220	Elementary Statistics	3
	Credit Hours	**16**
Semester 4		
EDUC 338	Non-Profit Management for Early Learning Centers [1]	3
INST 161	Heritage of Western Thought and Civilization - Modern	3
EDUC 201	Introduction: Special Education [1]	3
EDUC 282	Methods of Classroom Management	3
EDUC 240	Early Literacy Foundations	3
EDUC 250	Field Experience [1]	3
	Credit Hours	**18**
	Total Credit Hours	**66**

[1] Satisfies core requirement.
[2] Students may substitute more advanced courses if able to meet specific course prerequisites.

Consult advisor before selecting from available elective courses during the academic term.

Associate of Science in Business Administration

The Business Administration program is focused on providing the business skills necessary to prepare the student for careers in the field. It does this by giving students a solid foundation and a Christian perspective in accounting, communications, economics, finance, leadership, marketing, personal finance, strategic decision making, and entrepreneurship. It provides insight on how to start and manage a small business and the importance of doing research in the marketplace. The goal is to expose students to real-life scenarios using cutting-edge technology and business practices to give them marked advantage in the marketplace.

Business Administration Curriculum Plan

Course	Title	Credit Hours
Semester 1		
ENGL 101 & LANG 157	Introduction to Academic English and Language Practicum	4
INST 150	Introduction to Faith, Reason, and Justice	3
CSCI 110	Computer Literacy	3
COMM 120	Public Speaking	3
MATH 103	Mathematical Ideas [1]	3
	Credit Hours	**16**
Semester 2		
ENGL 102 & LANG 158	College Writing and Language Practicum	4
SPAN 101A	Elementary Spanish [1]	3
BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
THEO 210		3
ACCT 107	Principles of Accounting I [2]	3
	Credit Hours	**16**
Semester 3		
INST 270		3
BIOL 104	Human Biology [1]	4
MATH 220	Elementary Statistics [2]	3
ECON 205	Essentials of Economics [2]	3
Select one Business elective from the following: [3]		3
ACCT 108	Principles of Accounting II [2]	
BUSA 121	Principles & Practices of Mortgage Lending I [2]	
ENTR 205	Managing Entrepreneurial Enterprises [2]	
	Credit Hours	**16**
Semester 4		
INST 161	Heritage of Western Thought and Civilization - Modern	3
BUSA 350	Business Law [2]	3
Select one Business elective from the following: [3]		3
SOCI 100	Introduction to Sociology [2]	
BUSA 122	Principles & Practices of Mortgage Lending II [2]	
ENTR 320	Social Entrepreneurship [2]	
BUSA 202	Principles of Marketing [2]	3
BUSA 206	Principles of Management and Leadership [2]	3

BUSA 395	Field Experience [2]	1
	Credit Hours	**16**
	Total Credit Hours	**64**

1. Students may substitute more advanced courses if able to meet specific course prerequisites.
2. Satisfies core requirement.
3. Consult advisor before selecting from available elective courses during the academic term.

Associate of Science in Health Science

The Associate of Science in Health Sciences provides the students with a solid foundation in the sciences while providing the flexibility needed for them to choose classes based on their future goals. The program serves as a gateway for students to continue to a bachelor's degree or even an advanced degree in the health field. Students may choose to pursue degrees in nursing, radiological science, biomedical science, physical therapy, occupational therapy, pharmacy, physician's assistant, medicine, and dentistry, among others.

Health Science Curriculum Map

Course	Title	Credit Hours
Summer 1		
Orientation in the Sciences [1]		
MATH 108	Mathematical Perspectives for Science [1]	3
	Credit Hours	**3**
Semester 1		
ENGL 101 & LANG 157	Introduction to Academic English and Language Practicum	4
INST 150	Introduction to Faith, Reason, and Justice	3
CSCI 110	Computer Literacy	3
COMM 120	Public Speaking	3
MATH 140	College Algebra [2]	3
	Credit Hours	**16**
Semester 2		
ENGL 102 & LANG 158	College Writing and Language Practicum	4
SOCI 100	Introduction to Sociology [1]	3
HSCI 101	Foundation of Science [1]	1
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry Laboratory I [1]	4
BIOL 233	Human Physiology & Anatomy I [1]	4
	Credit Hours	**16**
Summer 2		
HSCI 210	Engagement in the Sciences [1]	3
ENGL 220	Studies in the Novel and Short Fiction [1]	3
	Credit Hours	**6**
Semester 3		
BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
MATH 220	Elementary Statistics [1]	3
PSYC 100	General Psychology [1]	3
CHEM 122 & CHEM 124	General Chemistry II and General Chemistry Laboratory II [1]	4
BIOL 234	Human Physiology & Anatomy II [1]	4
	Credit Hours	**17**
Semester 4		
INST 161	Heritage of Western Thought and Civilization - Modern	3
INST 270 or MEDA 204	or Medical Law and Ethics	3
Select three Focus electives from the following: [3]		9-11
MEDA 150	Medical Terminology [1]	
EXSC 220	Basic Nutrition Science [1]	
PSYC 207	Lifespan Development [1]	
BIOL 151	General Biology I [1]	
BIOL 152	General Biology II [1]	
BIOL 216	Introduction to Microbiology [1]	
MATH 150	Pre Calculus [1]	
	Credit Hours	**15-17**
	Total Credit Hours	**73-75**

1. Satisfies core requirement.
2. Based on Accuplacer placement. If needed the student must take MATH 108 Mathematical Perspectives for Science (Mathematical Perspectives for the Sciences) before taking MATH 140 College Algebra.
3. Based on advisement for health science specialization.

General Education at Esperanza College

General Education (GE) provides a solid skill foundation for the pursuit of an undergraduate degree. Many of the basic abilities a student will need to succeed in any area of study (and in life!) are acquired and refined as the GE Core curriculum is completed.

At Esperanza College of Eastern University, 32 credits of the 64-75 credit associate degree support the GE experience. These include 26 credits of dedicated GE course work and another 6 credits of study within the academic major.

Faith: Spiritual Development - 3 Credits

Understanding and Loving God

Spirituality (3 Credits)

Spirituality sets humanity apart from the rest of the natural world. We are more than just biological beings vying for survival; we are social beings who, on our best days, cultivate care and compassion for our neighbors, even our enemies. Inspired by the revolutionary life of Jesus, the study of belief allows us to reflect upon our complex questions about God, the holy scriptures, and our service to others in light of God's love and compassion.

Students take one of the following courses:

- BIBL 100 Introducing Biblical Literature,Biblical Literature in Contemporary Context
  or
- THEO 110 Christian Spirituality

Reason: Intellectual Development - 12-13 credits

Understanding and Loving the World

Human Behavior, Cultural Perspective, or Western Tradition (3 Credits)

Students take one course from **either** category: Human Behavior, Cultural Perspective, or Western Tradition

Human Behavior
Our ever-changing cultural landscapes make it crucial to understand the social forces that shape our ways of knowing within the human community. The study of cognition and behavior helps us break down walls and increase empathy for the other, reminding us that we are never alone.

- PSYC 100 General Psychology
- SOCI 100 Introduction to Sociology
- ECON 203 Macroeconomics
- ECON 204 Microeconomics
- SOWK 105 Introduction to Social Work

Cultural Perspective
In the increasingly diverse and interdependent world in which we live, it is crucial to understand the non-Western cultural perspectives that shape our ways of knowing within the human community. These traditions deepen our understanding of our complex, intersectional identities within the context of migration and globalization.

- SPAN 101A Elementary Spanish

Western Tradition
Because of Western thought's profound influence on the intellectual, social, and political ideologies of our world, including upon the Christian faith, we seek to engage in thoughtful and critical dialogue with this tradition.

- INST 161 Heritage of Western Thought and Civilization - Modern

Mathematics (6 credits)
The study of mathematics points to the intricate order of the universe. Numbers are everywhere, and in our data-rich world, they help us both make sense of our existing reality and change that reality for the greater good.

Students take the following courses

- MATH 103 Mathematical Ideas or higher (107, 108, 140, 150 or 160)
- CSCI 110 Computer Literacy

Natural Sciences (3-4 credits)
Science helps us to investigate everything in the universe, from distant stars to the biosphere, to the inner workings of our own physical bodies. Our awareness of environmental degradation and subsequent care for the natural world have the potential to affect generations to come. Through evidence-based research, Esperanza College students will be ready to assess and apply scientific methods as responsible world citizens.

Students take one of the following courses

- BIOL 104 Human Biology or higher
- CRMJ 115 Introduction to Forensic Science

Justice: Character Development - 17 Credits

Understanding and loving yourself and others

Character (3 Credits)
Individuals are much more than emotionless machines. We believe in purpose and possibility. To that end, we desire to understand what it means to be human and to explore the ways that faith, reason, and justice help us create lasting change in ourselves and in our world.

Students take the following course

- INST 150 Introduction to Faith, Reason, and Justice

Social Justice (3 Credits)
At Esperanza College of Eastern University, we believe that God acts through individuals and the institutions they create to bring about reconciliation. This kind of transformational movement requires awareness, creativity, and clarity of vision in speaking truth to power and transforming our society for the greater good.

Students take one of the following courses

- BUSA 350 Business Law
- CRMJ 220 Restorative Justice
- EDUC 235 Urban Education
- POLI 270 Justice in a Pluralistic Society
- MEDA 204 Medical Law and Ethics
- DCOM 251 Media Law, Ethics & Leadership

Communication (3 Credits)
In our often-polarized society, we are exposed to a lot of noise. Sometimes, it is difficult to discern what is true and good within the cacophony. At Esperanza College, we believe in becoming intentional listeners, writers, and speakers in order to build bridges instead of walls between one another. Moreover, we are energized by the ways that emerging technologies open up new opportunities for transformative communication.

Students take the following course

- COMM 120 Public Speaking

English Writing (8 Credits)
Social change often begins with the written word: a missive, the draft of a speech, a policy proposal. Through compelling and coherent writing, our perspectives are made manifest and real, that we might participate in the great conversations of our age.

Students take the following courses

- ENGL 101 Introduction to Academic English/LANG 157 Language Practicum
- ENGL 102 College Writing/LANG 158 Language Practicum

College Curriculum and Course Sequencing

The degree and major-specific sequence of courses for students is shown in the tables on the following pages. Most courses are taught in an 18-week semester meeting alternate weeks. If for some reason the student cannot take a particular course in this order or fails to complete a course with the needed grade to proceed, he/she must talk with their academic advisor about ways to make up the deficiency through openings in the degree plan or through summer sessions offered, or else risk delaying graduation until all requirements are met.

Please note that specific requirements and prerequisites are listed under course descriptions starting on page 20

Admission to Esperanza College

Esperanza College seeks to provide a holistic and affordable education to all applicants and is committed to providing an opportunity to the whole community. Esperanza College will consider students for admission based on the following criteria:

1. A completed Esperanza College application
2. Official high school or college transcript, GED, or HiSET Scores
   a. The final high school transcript must be official, show the date of graduation, and be issued by a school district or private school approved by the Pennsylvania Department of Education or another state's/country's educational authority
   b. The GED or HiSET scores will be accepted in place of a high school transcript if the official test score report and diploma are issued by the Pennsylvania Department of Education or another state's educational authority
3. One academic/professional letter of recommendation

Admission via Admission Selection Committee (ASC)

If a student falls short of one or more of the minimal admission requirements, upon the discretion of the Director of Admissions and Marketing, the student's application may be sent for further review to the Admission Selection Committee (ASC). The ASC serves as an advising committee to the Admissions Office. The applicant may be required to provide more information to his or her admissions counselor to help the ASC in making a final recommendation.

Admission via the 30 College Credit Option

A student is eligible to apply to the school without a high school diploma if they choose the 30-credit option.

- A student may take up to 30 college credits and pass them with a grade of C or better. During this time, the student is *not eligible* for financial aid. (PDE policy).
- Upon completion of the 30 credits, the student then requests the Pennsylvania Department of Education (PDE) for a diploma. When the student receives it, he/she then becomes eligible for financial aid to finish the degree. The 30 college credits already completed are applied to the college degree.

Esperanza College parameters for entrance under the 30-credit rule:

- The student must demonstrate and be able to articulate clear college and professional goals.
- The student will take and pass the college placement test (Accuplacer) with a minimum of a five in English and 250 in Math.
- The student will go through the Admission Selection Committee process and interview and be strongly recommended by the ASC. The committee will assess the student's motivation for academic and professional progress and ensure that there is a support system in place.
- Upon satisfactory completion of the 30 college credits, the student, **and not the college**, is responsible for contacting the Pennsylvania Department of Education and following the process for obtaining their diploma and becoming eligible for financial aid. (This is PDE policy on the matter).

Transfer of Credits

Esperanza College will honor course-equivalent credits from regionally accredited institutions following Eastern University guidelines. Students must provide official transcripts of completed college work and, in questions for eligibility especially from non-regional or alternative programs, should seek syllabi for courses to determine eligibility for a transferred credit. Courses with grades of C- or below will not be considered. Likewise, students with AP exam scores (3 or above), CLEP exam scores, or SAT and ACT scores should submit them to Admissions staff and make an effort to inquire for eligibility to have credits accounted according to Eastern University guidelines with the Registrar before completing the enrollment process.

Course Equivalencies for the Child Development Associate Credential

Esperanza College awards up to 9 credits in course equivalencies to students that have successfully obtained their Child Development Associate Credential awarded by the Council for Professional Recognition. Students must provide official the original signed certificate of the credential or a notarized copy. Credits will be awarded towards the Associate of Arts degree in Early Childhood Education.

College Credit for High School Students (Dual Enrollment Program)

Esperanza College of Eastern University encourages 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 College as a degree candidate.

College Credit for High School Students (Early College Program)

The **Esperanza College Early College Program** provides students the opportunity to experience college-level courses, earn an associate degree or up to two years of college credits, and save money on college tuition while in High school. Students participating in the Early College Program will complete their 11th and 12th year of high school while simultaneously completing their first two years of college. Students will spend their school day at the college and go to their high school to participate in events such as clubs, sports, homecoming, and prom.

The benefits of an early college experience include:

- Earn an associate degree or college credits while obtaining a high school diploma
- Small class sizes (student-teacher ratio 12:1)
- Save on the cost of college
- Become familiar with college professors and their expectations
- Academic support
- Strengthen time management and study skills

Eligibility

- Be enrolled at Esperanza Academy Charter or Esperanza Cyber Charter High School
- Satisfactory completion of 9th and 10th grade

- Recommended to the program by high school and completed Early College application

Non-Degree Seeking Applicants

To enroll as a non-degree seeking learner at Esperanza College, the prospective student will be asked to submit a Non-Degree Seeking Application. Students that have not previously attended Esperanza College will also need to submit an official high school (or GED, HiSET score) or college transcript along with one professional or academic reference. Students enrolled in non-degree programs are not eligible to receive Title IV Aid (Federal Pell Grants, Federal SEOG Grants, Federal Work-Study, Federal Direct Loans, or Federal Direct PLUS Loans).

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. Students auditing courses are not eligible to receive Title IV Aid (Federal Pell Grants, Federal SEOG Grants, Federal Work-Study, Federal Direct Loans, or Federal Direct PLUS Loans) or Esperanza College funded scholarships or grants.

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. S/he 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 Esperanza College.

Readmission Policies and Process

Readmission after an Absence of less than five years

Students who withdrew from Esperanza College and plan to resume their studies within the five-year period following the exit date must apply for readmission through the Registrar's Office. The Application for Readmission form with instructions is provided by Esperanza College's Registrar Coordinator and can be found on the Registrar's Web page. A completed application form must be submitted to the Registrar's Office 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 Registrar's Office for evaluation. Academic credit for courses and grades earned at other academic institutions may be granted up to the maximum permitted by the specific Esperanza College program. To be considered for readmission, qualified applicants must be in good academic standing and have paid all past due balances to Eastern University. Notification of the readmission decision is communicated to the applicant by the Registrar Coordinator by electronic mail.

Readmission after an Absence of more than five years

Students who have not returned to Esperanza College within the period of five years must apply through the Admissions Office. The online application is provided on Esperanza College's web site www.esperanza.eastern.edu (https://esperanza.eastern.edu). The applicant must have paid all past due balances to Eastern University and other schools attended since leaving Esperanza College of Eastern University 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 for 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 Esperanza College policy. The accepted student must fulfill all graduation requirements in effect at the time of admission to the new degree or major.

Rescinding Offer of Admission

Esperanza College of Eastern University reserves the right to rescind an offer of admission to a candidate if new information comes to light after the candidate has been admitted, such as a decline in academic performance, which would have negatively impacted the original admissions decision.

Emergency Instructions if Something Occurs at Esperanza College

Fire

If you discover a fire or smoke:

1. Sound the building alarm.
2. Call 911, Building Manager at (215) 360-7196, and an EC staff member. [1]

All other individuals should:

1. Close windows and leave doors opened and unlocked.
2. Evacuate the building in accordance with the emergency evacuation plan for the area in which you are located at the time of the alarm.
3. Proceed to primary staging area—Main Parking Lot on side of building (Bristol Street). [2]
4. Standby for further instructions.

Bomb Threat

If you receive a bomb threat:

1. Record information (on FBI Data card if available; otherwise on a note paper).
2. Call 911, Building Manager at (215) 360-7196, and an EC staff member. [1]

All other individuals should:

1. If directed—search the immediate area for suspicious objects (voluntary basis only). If a package is found, **do not touch**. Call Bomb Squad 9-1-1. Evacuate area.
2. If evacuation of the building is required, follow the evacuation plan.
3. Proceed to the primary staging area at the Main Parking Lot.
4. Standby for further instructions.

Chemical or Biological Threat

If you receive a suspicious package/item containing a powdery substance, has strange odors, stains, or leaks:

1. Do not handle it.
2. Isolate the package and cordon off the area closing all doors leading to the area.
3. If you handled the item, wash exposed skin areas for at least three minutes with soap and water and rinse for one minute.

4. Notify Building Manager at (215) 360-7196 and an EC staff member.
5. Avoid all other individuals.
6. Wait for Hazmat team for possible decontamination procedure.

All other individuals should:

1. Stay away from the suspected area and from anyone potentially exposed.
2. If an evacuation is ordered, follow normal evacuation procedures.

Medical Emergency

If you have, or see someone with a medical emergency:

1. Call 911. [1]
2. Administer first aid or request assistance.
3. Call an EC staff member.

Earthquake

All individuals should:

1. Take cover under the table, desk, or in the doorway.
2. **Do not** run outdoors.

Severe Weather

All individuals should:

1. Prepare to move to a place of safety.
2. Stay away from large windows.
3. Standby for further instructions.

[1] If you are calling from an Esperanza, Inc. phone, you must dial "9" for an outside line.

[2] In case of evacuation, no beverages, food, or bulky items are to be carried into the stairwells. Under no circumstances should you use the elevator. First Aid Kits are located in the Front Desk of Esperanza College and the kitchen of Esperanza, Inc.

Emergency Phone Numbers

Contact	Phone Number
Emergency	9-1-1
Building Manager	(215)360-7196
Chemical Facility Tip Line (Report Chemical/Biological Terrorism)	(877)394-4347
Poison Control Centers Hotline	(800)222-1222

Inclement Weather Closing

In case of bad weather that could potentially result in cancellation of classes, look at the Eastern University Web page and open the EU Quick Links menu in the upper right corner. Click on "School Closing Info" to see whether the Esperanza college campus is closed. Esperanza will send an email announcing the closure of the school, and a message will be posted on the Esperanza, Inc. answering machine at (215) 324-0746. Closing information will also be posted on ECEU's webpage and social media platforms.

Bulletin Boards

Bulletin boards have been placed in convenient locations within the building. In order for bulletin boards to be a viable communications source, it is critical that notices be current and placed on the appropriate designated bulletin boards and approved by the appropriate office. If you wish to post an item on the bulletin boards, please see the Deans.

Student I.D. Cards

At the beginning of the student's first semester, students will receive a student identification card. This card provides convenient access to college facilities and activities and enables students to check out materials at the library. It is also intended as a safeguard against abuses by individuals who are not members of the College community. Once students receive their I.D. cards, they must wear them in a visible way on their upper body at all times when they are on the College campus. I.D. Cards can be obtained from the admissions team.

Esperanza College Academic Calendar

2025-2026

Fall 2025

Date	Event
August 4-6, 2025	New Student Orientation
August 11, 2025	First day of school
August 22, 2025	Last day to add/drop week A classes
August 29, 2025	Last day to add/drop week B classes
September 1, 2025	Labor Day Holiday (school closed)
October 10, 2025	Mid-Semester Warning
November 25, 2025	Last day of classes/last day to withdraw
November 26- 28, 2025	Thanksgiving Holiday (school closed)
December 1-11 2025	Finals Week

Spring 2026

Date	Event
January 6- 8, 2026	New Student Orientation
January 12, 2026	First day of classes
January 19, 2026	Martin Luther King Day (School closed)
January 23, 2026	Last day to add/drop week A classes
January 30, 2026	Last day to add/drop week B classes
March 13, 2026	Mid-Semester Warning
April 2- 3, 2026	Easter Holiday (no school)
April 30, 2026	Last day of classes/last day to withdraw
May 9, 2026	Eastern University Commencement
May 4- 14, 2026	Finals Week
May 16, 2026	Esperanza College Graduation Ceremony

Summer 2026

Date	Event
May 25, 2026	Memorial Day (School Closed)
May 26, 2026	First day of Summer 1 Intensive
May 26, 2026	Last day to add/drop
June 9, 2026	Last day to withdraw
June 10, 2026	End of Block 1 Intensive
June 15, 2026	First day of Summer 2 Intensive
June 15, 2026	Last day to add/drop
June 19, 2026	Juneteenth (school closed)
June 29, 2026	Last day to withdraw
June 30, 2026	Last day of Block 2

Faculty of Esperanza College

Steffany El Barouki, *Academic Advisor for Media and Technology* (B.A., Temple University)
Nilsa Graciani, *Interim Dean and Director of STEM and Medical Assisting* (B.S., University of Puerto Rico; Ph.D., Texas A&M University)
Jason Greenaway, *Business Administration Program Director* (B.A., University of the Virgin Islands, M.S., Cairn University)
Rosanna Matos Velazquez, *Educational Advisor for ECE Director's Credential Certification Program* (B.S., Eastern University; M.Ed., Gratz College)
Tatiana Rivera, *Director of Education Academic Program* (B.S., Wheelock College of Education and Human Development at Boston University; M.Ed., American College of Education)
Caris Rodgers, *Educational Advisor for Child Development Associate* (B.S., West Chester University of Pennsylvania; M.Ed., Arizona State University)
Danielle Vivas, *Academic Advisor for Community and Human Services and Criminal Justice* (B.A., M.S., Chestnut Hill College)

General Academic Regulations

Policy on Classroom Etiquette and Attendance

Learning requires the student's active involvement. Ultimately, learning is the student's responsibility, not that of the professor. The professor's responsibility is to help the student learn. Both the professor's ability to help and the student's ability to benefit from that help will be increased by the student meeting the following expectations:

In cases where extenuating circumstances such as illness exist, the student should notify the professor by phone if possible, and/or by sending an e-mail to the professor. Otherwise, a student may leave messages at the Esperanza College office prior to class time and leave a message with the Esperanza College person on duty for that day before 5:30 pm call (215) 324-0746, extension 410.

The student is accountable for all work missed because of class absence. Faculty is under no obligation to make special arrangements for students who have been absent. If a student exceeds the allowed number of absences specified in the syllabus, the instructor may either

1. lower the student's grade according to the percentage on the syllabus or
2. recommend to the Dean that the student be required to withdraw from the course.

Being a student at Esperanza College demands that the student anticipates a level of etiquette and decorum in the classroom. Each professor has the ability to place specific demands of etiquette within their course syllabus. We expect Esperanza students to be able to do the following daily:

- Students are invited to use technology in the classroom. The use of technology should never be a distraction to yourself or others around you. Use of email, web browsing, game playing, and displaying streaming video is unacceptable in a classroom during instruction. Students can face academic penalty by the professor for inappropriate use of technology.
- Recording any aspect of a class or the material of a class is prohibited. No pictures, videos or audio recordings are permitted without written permission of the instructor.
- Make entry to class on time. If a student arrives late or in need of leaving early, should do so with concern for the learning environment of the class.
- All absences, tardiness, and early departures must involve legitimate excuses, such as health problems, family emergencies, or extraordinary employment-related duties. Health problems or family emergencies must be documented by a doctor or a hospital administrator (e.g., nurse, admissions office). Extraordinary employment-related duties must be documented by a letter from an employer on official letterhead stating the reasons for missing class or continually arriving to class late (15 minutes from starting time). For example, if the content course begins at 6:00 pm, the student will be marked late at 6:15 pm. These absences still count toward the content absence limit and penalties will be issued. (See chart below) The instructor will take the absences into consideration but will expect missed assignments or tests to be made up. The student is required to fulfill all course assignments for the session missed and to submit appropriate assignments to the instructor for review and grading within the following time frame:
  a. Student must submit missing assignments within 48 hours from the missed class.
  b. Student must complete their test within a week from the class session.
  c. Under unusual circumstances, the instructor has the discretion to extend the time for submitting the assignment or completing the test.

Absence Chart and Penalties

Listed below is the number of approved absences during a semester. Once a student has gone beyond the allowed number of absences then the final grade is reduced by the listed percentages per additional absence. Students that have accrued two absences are required to meet with their academic advisor. Students with three absences must meet with the Associate Dean for Academics and Student Success.

Class Time	Required Classes	Allowed Absences (no penalty)	Final Grade Penalty
Eighteen-Week course with alternate meeting weeks	9	1	4% per additional absence
Eighteen-Week lab courses	18	2	2% per additional absence

Online Attendance

Login into the class is **not enough** by itself to demonstrate academic attendance. Class attendance for online courses is defined as an online presence demonstrated by active participation in all threaded discussions and virtual chats as required by the instructor. Failure to fulfill requirements within the parameters of each session will result in the student being marked absent.

Course Enrollment

A student is responsible for all courses for which s/he is registered. If a student fails to attend a course for which s/he is registered, without officially withdrawing from the course, the student will receive an F for the course.

Withdraw / Add / Drop Course Policy

The process of dropping or withdrawing from a course always begins with the student discussing the matter with the professor to determine whether there are other options. To drop or withdraw from a course officially, the student must discuss the reasons with the academic advisor, who will advise the student of the consequences for further progress in the program. If it is agreed that the student should drop/withdraw from a course, the student will fill out a drop/add form or an Exception to Policy form that will then be sent to the Registrar's Office for processing. Courses carrying a grade of W receive no credit. During the first week of the semester, the student may elect to drop a course and it will not show up on his/her record. The student may academically withdraw from a class (and receive a "W" in it) on the following schedule:

- Weeks 16 of 18-week courses

If you have dropped or withdrawn from a class or multiple classes, you may receive a letter informing you that you have not met the "Minimum Standard for Academic Progress" when grades are checked in May. You should file the Financial Aid Appeal Form included with the notice to let the Financial Aid Office know how you plan to make up the deficiency. If you do not make up the deficiency in the required timeframe, you may be ineligible to receive any type of financial 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 university catalog.

Withdraw from the Program

Students who withdraw from the program need to see their Academic advisor and/or the Associate Dean for Academics and Student Success to fill out the proper forms. Special regulations apply to the refund policy for (EC) students based on the college calendar and the modular nature of our courses. The Registrar will contact the Office of Student Accounts concerning the application of these regulations to your individual case. **Return of Financial Aid: When a student withdraws from the College prior to completion of a semester, aid from federal and state governments and the College will be reduced or returned according to the stipulations of each individual program. The result of this may be that you now owe money to the university. It is your responsibility as a student to inform yourself of these financial implications as you make your decision.** Aid from private and other sources will be specified by the conditions of the donor(s).

Requesting Incompletes

An Incomplete (or a grade of "I") may be forwarded to the Registrar Coordinator with a positive recommendation from the Professor **only** for illness or some unusual circumstance. It is the student's responsibility to initiate the request for an incomplete and secure the instructor's recommendation before the last day of classes. If you believe that you must apply for an incomplete, contact the Program Director and Registrar Coordinator, who will provide you with the Request an Incomplete Form to fill out. When the form(s) have been filled out, return them for approval to the Professor who will, if approval is granted, forward the form to the Program Director and Esperanza College's Registrar Coordinator.

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

If you are granted an incomplete for a class, or multiple classes, you may receive a letter informing you that you have not met the "Minimum Standard for Academic Progress" when grades are checked in May. You should file the Financial Aid Appeal Form included with the notice to let the Financial Aid Office know the status of the incomplete class(es). If you do not make up the deficiency in the required timeframe, you 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.

Request for a Grade Change

Requests for a change of grade are submitted by the professor to the Registrar Coordinator via the Associate Dean of Academics and Student Success *only* when an error in the original grade has been determined. Professors are not permitted to submit a grade and then accept additional work from the student to raise the grade.

Course Repeat Policy (Retakes)

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, outside counseling, Student Disability Services, and tutoring. The appeal must be written by the student and signed by the student, Program Director, and Associate Dean for Academics and Student Success. After giving consideration to the reasons for the student's failure to successfully complete the course, in consultation with the student advisor, the academic dean may approve the student for a third and final retake.

Grade Appeal Policy

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

The main concern in any grievance or appeal procedure is to bring reconciliation and growth in ways that enhance community. The first approach to any appeal should be non-adversarial and open, undertaken with careful attention to fostering understanding and problem solving. The expectation is that the majority of appeals can be resolved through a flexible process at the first or second steps outlined below. Students shall have protection against prejudiced or capricious academic evaluation through the publication of clear course objectives, grading procedures and evaluation methods. In accordance with Matthew 18:15-17, the process of appealing a grade or evaluative action that an enrolled student thinks has been unjustly awarded is as follows:

- *Step 1*. **If a conversation with the instructor** has not resulted in a satisfactory explanation of the grade/evaluation, a student must initiate an appeal in writing *within sixty (60) days* from the date of the grade or action. This written appeal should be sent to the instructor responsible for the evaluation and the Program Director. The student and the faculty member shall mutually attempt to resolve the appeal within two (2) weeks of the instructor and others receiving the appeal letter.
- *Step 2.* If an appeal is not resolved at Step 1, the student shall have the option of submitting *within five (5) days of the completion of Step 1,* a written appeal, including all necessary documentation and evidence, directly to the chairperson of the Esperanza College Educational Policies and Curriculum Committee (Associate Dean for Academic and Student Success). If the faculty member involved is a member of this committee, s/he shall not participate in the process. The Educational Policies and Curriculum Committee shall formally submit a written response to the student within two (2) weeks following the receipt of the written statement of the problem. A copy of the response shall also be provided to the instructor and the Executive Dean.
- *Step 3.* If no mutually satisfactory decision has been reached at Step 2, the student may submit another written appeal, with all documentation attached to the Executive Dean. Such an appeal shall be made *within one (1) week* following the receipt of the written response of the chairperson of the Educational Policies and Curriculum Committee. The Executive Dean shall investigate the problem as presented in the documentation and shall notify the parties involved in writing of his/her decision within two (2) weeks of the receipt of the appeal.

Academic Warning/Dismissal

Students whose semester grade-point-average is below 2.0 will receive an academic warning. This warning is to be taken seriously, since continued low performance may result in academic dismissal. Moreover, students receiving a C- or lower in any of the English or Language Practicum courses may be dismissed from the program. If the student appeals the dismissal, the Associate Dean for Academics and Student Success will discuss the student's performance with the ENGL/LANG instructor, the Academic Director of the program in which the student is enrolled, and the Director of Student Success before making a decision about continuation in the program.

Guidelines for Graduating

The following are the approved guidelines for measuring acceptable progress toward graduation for each academic classification:

Credits	Grade-Point Average
1-24 credits	1.75 grade-point average
25-41 credits	1.85 grade-point average
42-54 credits	1.95 grade-point average
55+ credits	2.00 grade-point average

Students who fail to achieve the required grade-point average for their classification are placed on probation, recommended to withdraw, or academically dismissed. A student may not graduate with a GPA below 2.00. Matters related to Academic Dismissal and the Appeal Process for Academic Dismissal can be found in the University Catalog. ***Students graduating with an A.A. degree must have a minimum of 61 earned credits with a GPA of 2.0 or higher.***

Credit Hour Policies

Credits

Eastern University grants credit for academic work on the basis of the semester credit hour, which typically corresponds to forty-two (42.0) hours of faculty instruction over the course of fifteen weeks, plus a final exam period. Instructional hours in the University's seven-week "block" term meets the same requirement in an accelerated format. The instructional requirements for a given course may be higher but never lower than this minimum standard, which is established in the federal and state requirements.

Definition of An Instructional Hour

Federal guidelines for an instructional hour are deliberately flexible. Guidance from the Department of Education states that "the regulations are grounded in commonly accepted practice in higher education, do not intrude on core academic decisions made by institutions and their accrediting agencies, and are completely consistent with innovative practices such as online education, competency-based credit, and academic activities that do not rely on 'seat time.'" (from US Department of Education, Guidance to Institutions, 3/18/2011)

In keeping with these requirements, faculty instructional hours at Eastern University include traditional lectures but are not limited to them because, as the requirements recognize, student learning, curated by the faculty, can be achieved through a broad range of other types of student experiences. These experiences include but are not limited to internships, field trips, group projects, laboratory work, rich-media experiences, student research, and assessment experiences.

Instructional Hours in Online and Blended Courses

Courses offered wholly or partly in online learning environments must meet the instructional requirements outlined above. For the specific online instructional equivalencies, contact the University's Center for Teaching, Learning, and Technology at brightspace@eastern.edu.

Alternative Credit Pathways

The University currently offers several pathways to earn credit for student learning. For more on these options, see the course catalog for your academic program.

Academic Standing

Merit List

Matriculated students who are carrying a minimum of 12 credit hours, whose grade point average for the semester is between 3.50 and 3.74, and who are approved, will be placed on the Merit List the succeeding semester.

Dean's List

Matriculated students who are carrying a minimum of 12 credit hours, whose grade point average is 3.75 or above, and who are approved, will be placed on the Dean's List the succeeding semester, and receive Dean's List recognition.

STEM Specific Policies

Policies specific to Science, Math and Medical Assisting Students

1. Students interested in the Sciences (Natural and Health), or Math programs must complete MATH 140 College Algebra before taking any other concentration classes. Tutoring will be available to students needing help.
   a. A student not meeting the required entrance scores may choose to take MATH 103 Mathematical Ideas or MATH 108 Mathematical Perspectives for Science first and then move into MATH 140 College Algebra with the understanding that it will take longer to complete their degree.

Requirements for Natural Sciences and Health Sciences Program

- Participation and successful completion of English and/or Math Bridge is mandatory if the student needs it. Completion of MATH 108 Mathematical Perspectives for Science is mandatory if the student needs it.
- Students must attend all scheduled laboratory time.
- Tutoring/special help: For classes where tutoring or additional sessions are offered, students must attend those help sessions if their grade is currently a C or less. Other students are encouraged to attend.
- Community Service: Students are expected to complete 8 hours of community service. Reasons include giving back to the community, professional development and a competitive edge when applying for jobs and scholarships.

Requirements for Medical Assisting Program

(In addition to the requirements above)

- Dress code: Student will need to order a set of scrubs from Flynn O'Hara uniforms. Only official Esperanza College uniform scrubs will be acceptable for clinical work (starting in their second semester) and externship. It is expected that when students are wearing an Esperanza scrub, they show pride and respect as they are representing our school.
- In order to secure an externship, the student needs to fulfill the following before registering for MEDA 300 Externship:
  - *Medical Requirements:*
    - Physical examination form signed and stamped by healthcare provider.
    - Current vaccine record on file including Measles, mumps, and rubella (MMR), Varicella, Tetanus-diphtheria, COVID-19, and Hepatitis B series. Hepatitis B vaccine is a series of 3 shots that are given over a period of 6 months. All 3 shots MUST be given prior to externship. Student also needs a recent flu shot.
    - Student must get a two-step PPD. Facilities require two PPD tests done within a one-month period. This needs to be done early enough to deal with any positive results.
    - Urine drug screening.
  - *Clearances:*
    - A criminal background check.
    - A child abuse clearance.
    - FBI fingerprint.
  - *Other Requirements:*
    - CPR certification.
    - Health insurance.
    - Medical assisting program requirements- student must have exhibited the desired characteristics listed in the document signed by the student at the New Student Orientation.

During the externship, the students:

- are required to wear their Esperanza scrubs to externship, along with clean, solid white or black shoes. Students are required to bring a 2SE Littman stethoscope.
- are not permitted facial piercings, visible tattoos, excessive jewelry, nail polish, acrylic, and press-on nails.
- are required to conduct themselves in a professional manner at all times.
- should take a proactive role, be involved and helpful.
- must direct any questions or concerns in relation to the externship site to the Clinical Assistant.
- are required to arrive at their externship site 10 minutes prior to their scheduled start time.
- are required to turn off cell phones while in the facility.
- should report any absences to the school and to the externship site before their scheduled arrival time. Failure to notify the externship site may result in the student being removed from the externship. Successful completion of an internship is a requirement for graduation.
- should report immediately to the Clinical Assistant any injuries that occur at externship.
- will follow the schedule created by the Externship Site and/or Clinical Assistant.
- must have approved site staff verify and initial completed tasks in the task list and time sheet.

To become a Health Science Scholar, students will:

- Have an inquisitive spirit and a desire to learn more about health science
- Be interested in doing research
- Qualify to go into MATH 140 College Algebra or successfully complete MATH 108 Mathematical Perspectives for Science
- Successfully complete the Orientation in the Science class

The Family Educational Rights and Privay Act (FERPA)

The Family Educational Rights and Privacy Acts affords students the right to review their education records within 45 days of the university's receipt of the request, request an amendment of the education records that are believed to be inaccurate; and consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent. A student may file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements by writing to

Family Policy Compliance Office

U.S. Department of education
600 Independence Avenue. SW
Washington, D. C. 20202-4605

Esperanza College regards students as adults in their responsibilities and their rights. Students have direct access through the secure Web portal MyEastern to their own grade reports, academic records, academic warnings, progress toward graduation requirements and notification of academic honors.

Esperanza College through Eastern University participates in the National Student Clearinghouse for enrollment and graduation verifications. www.studentclearinghouse.org (http://www.studentclearinghouse.org)

Personally identifiable "directory information" from the education records of the student in attendance at the university may be disclosed without the necessity of prior consent of the student concerned as provided by FERPA.

Directory information includes:

- Student's name
- Dates of enrollment (beginning and ending)
- Enrollment status (part-time and full-time)
- Classification (First-Year, Sophomore, Junior, Senior, Graduate Student)
- Intended date of graduation
- Date of graduation
- Degree earned
- Concentration
- Honors and recognitions
- Prior educational agency or institution attended
- Participation on officially recognized activities
- Photographic and electronic images on university student identification card
- University sponsored email address.
- Confirmation of birth date, legal name, and address of record
- Confirmation of eligibility to re-register

Esperanza College discloses personally identifiable education records with the prior written consent of the student. However, the college may disclose information without the prior written consent of the student in the following circumstances:

- To school officials with a legitimate educational interest in the records
- To officials of another school, at the request of those officials, in which a student seeks or intends to enroll
- To certain officials of the U.S. Department of Education, the U.S. Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid
- If disclosure is required by certain state laws relating to the juvenile justice system
- To organizations approved to conduct certain studies for or on behalf of the university
- To accrediting organizations to carry out their functions
- To either of two parents when at least one parent has claimed the student as a dependent for income tax purposes (a certified copy of the parents' most recent Federal Income Tax Form may be required to verify dependency)
- To comply with a valid court order or subpoena or to comply with federal law
- To appropriate parties in a health or safety emergency
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, the final results of a disciplinary proceeding conducted by the university with respect to that alleged crime or offense (disclose the final results of the disciplinary proceeding, regardless of whether it concluded a violation was committed)
- To parents of students under the age of 21 when laws or university policies regarding alcohol or drugs are violated
- To a court or administrative agency in the event of legal action between the college and a student

Waiver of Privacy of Educational Records

Students have the right to the protection of the Family Educational Rights and Privacy Act (FERPA). However, students may choose to waive this right and allow information to be shared with those that they designate by completing a waiver form. This form will be given to students as they enter the College. Students may rescind the waiver or change designated individuals at any time during their enrollment by completing another form and submitting it to the Registrar Office.

Accommodations for Students with Disabilities

Note: This is an overview of disabilities policies and procedures. Students are urged to contact CCAS for more detailed information relevant to their specific situations.

Eastern University will make reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The purpose of accommodations is to provide equal access to educational opportunities to otherwise qualified students with disabilities. It is not intended that academic standards be lowered, or essential elements of programs or courses be changed, and accommodations are not intended to ensure a satisfactory or desired grade or evaluation. In determining reasonable accommodations, consideration will be given to the student's documented needs, essential elements of the involved courses or university activities, and institutional resources. Academic accommodations may include modifications in the classroom, in assignments, and in the way tests are administered. Non-academic accommodations may include modifications and assistance relating to physical accommodations in the residence halls and mobility and access to campus buildings. Accommodations are granted in response to student requests on the basis of determined need and documentation of disability. In the event that disagreements arise between students and professors or administrators of the university over issues of accommodation, a due process procedure has been developed to settle such disagreements.

Eligibility

To be eligible for accommodations for disability, a student must:

1. Have an identified disability as defined by the Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA)

2. Submit a written request for accommodations in a timely manner to CCAS (or its designee)
3. Submit appropriate and adequate documentation of disability

Procedure for Requesting & Using Accommodations

1. Students requesting accommodations for disability must submit a written request form available from the Cushing Center for Counseling & Academic Support (CCAS). Contact CCAS at 610-341-5837. If students need assistance in completing the form, it will be provided by CCAS upon request. All requests for accommodations, both academic and non-academic, should be submitted on this form to the Director of CCAS (unless the student is otherwise directed). Students should submit their requests (including the request form and documentation of disability) well in advance of the semester/session they plan to attend Eastern to allow adequate time for review of the request, development of appropriate plans, and implementation of arrangements in time for the semester/session of study.
   If the request involves non-academic accommodations, the CCAS Director will notify the appropriate contact person for the student's academic program and may provide him/her a copy of the request after a review of the student's documentation of disability has been determined that the student is eligible for accommodations.
2. Documentation of disability should accompany the request form. A decision about requests cannot be made until adequate documentation is received. Documentation must come from a professional qualified to evaluate disabilities in the areas related to the student's request, must be sufficiently thorough and recent to establish whether the condition qualifies as a disability, must indicate the extent and severity of the student's impairment, and must address the nature and projected time frame for any accommodations needed at the present time.
   a. Overview of General Documentation Requirements
      Note: This is not a comprehensive statement of documentation requirements. Specific requirements apply to specific disabilities. Students should contact CCAS for specific requirements for their condition.
      - Documentation must be provided by a professional qualified to evaluate disabilities in the areas related to the student's request:
        - Vague and/or short statements of diagnosis (e.g., by a physician for ADHD) are not sufficient.
        - Information provided by the student, parent, or others might be helpful supplementary information, but it does not constitute documentation of disability. Documentation must be on the professional's official letterhead with date and signature. Documentation must be recent enough to establish that the condition is still present and to reflect current impairment and needs. This would typically be no longer than 3 years old for learning disabilities and ADHD, more recent for changeable psychiatric or medical conditions (e.g., migraine headaches), and longer for permanent disabilities (e.g., blindness).
      - Documentation of conditions submitted as part of request for disability accommodations must include the following elements:
        1. Current diagnosis. A clear statement of diagnosis must be included. A clinical diagnosis in itself is not evidence of disability, however.
        2. How diagnosis was determined (e.g., this would typically be a psychoeducational testing battery for learning disabilities and ADHD, neuropsychological evaluation for head injury, and medical or psychiatric evaluation for other medical or psychiatric conditions)
        3. History of illness/condition (including how/when condition was first diagnosed and by whom, and course of illness/condition over time)
        4. Current symptoms (including specific nature of symptoms, frequency, and severity)
        5. Extent of functional impairment caused by symptoms/condition (specifically related to life realms for which patient is requesting accommodations, if possible to determine)
        6. Need for accommodations at the present time (include specific recommendations if possible)
        7. Projected time period for which accommodations might be needed
      - Students should be aware that having had accommodations in high school or another setting (e.g., a 504 Plan) does not necessarily qualify them for any or the same accommodations in a particular postsecondary setting. In particular, students should be aware that an IEP alone or a short statement from a physician does not constitute adequate documentation of disability.
   b. It is the student's responsibility to obtain and furnish the appropriate documentation. CCAS staff will assess presented documentation and make a decision. Additional documentation will be accepted, and a reevaluation will occur as documentation is received. If requested, CCAS staff can advise the student about how to obtain adequate documentation (e.g., by explaining requirements to the documenting professional).
3. If you have any documented special educational needs, please meet with Dr. Stephanie Brown, the liaison at Esperanza College, to discuss your needs. She will link you with the Cushing Center for Counseling and Academic Support (CCAS, 3rd floor Walton) to complete the necessary request form. CCAS then will notify your instructors regarding accommodations that can be made for you. Please consult the student handbook for more information, including a listing of possible accommodations. **Dr. Stephanie Brown contact information Email: stephanie.brown@eastern.edu; Phone 215-324-0746 ext. 416**
4. After the written request (with documentation) has been received and evaluated (either in the meeting or without a meeting at the discretion of the Director), a decision will be made within a reasonable period of time. This time period will vary depending on the extent of the requested accommodations and the time of year. In any case, students should expect that a minimum of 14 working days will be needed to evaluate requests. In some cases, an interim plan addressing the student's needs may be put into effect (e.g., a visually impaired student may be provided with a reader while a request for a specific type of text enlarger is under consideration). An interim plan would be appropriate only in cases where the student's disability is apparent or indisputable (e.g., obvious physical impairments).
5. After the determination of eligibility (i.e., documentation shows the student has a disability), reasonable accommodations for the disability will be determined. In making the determination, CCAS staff will consult the documentation, the student, and relevant university officials (e.g., professor, Dean of Students, etc.). Essential components of courses or programs will not be changed or eliminated, but modifications in the way the student can meet

these essential requirements will be made when possible. Essential components of courses and programs are listed in their respective descriptions in the Esperanza College catalogs. CCAS will consult with faculty, staff, and outside professionals when needed to determine essential elements and reasonable accommodations. Examples of essential components that will not be modified include but are not limited to: requiring that the student make oral presentations in a public speaking class, competence in dance skills in a dance class, competence in playing a musical instrument for a music performance class, and class attendance in a group dynamics class.

6. In implementing the accommodations approved by the university, CCAS and/or the Dean of Students will provide written notification of the accommodations to the appropriate faculty member, administrator, or staff member. In addition, the student will be responsible to meet with all involved parties to discuss his/her needs for accommodations and to clarify how these will be implemented.
7. Students who have been granted academic accommodations for a particular semester/session must update their request with CCAS prior to each successive semester/session. This will not be done automatically. This typically involves providing a list of their current classes and reviewing with a CCAS staff member whether the accommodations requested previously are still appropriate. An in-person meeting may be required by CCAS or requested by the student.
8. Students who have been granted non-academic accommodations may be required to update their request every semester/session if the nature of their condition or need is likely to change. CCAS staff will advise the student of whether this will be needed at the time the initial request (or update) is approved.
9. Students whose needs for accommodations change after the initial requests for accommodations have been implemented should submit additional information. For new or different accommodations for the same disability (already verified with documentation), they should submit an Updated Request for Accommodations form. For a new/additional disability, they should submit another copy of the initial Request for Accommodations for Disabilities with supportive documentation. In this latter case, the review process outlined above will recommence.
10. Students are responsible to inform CCAS promptly if they encounter problems with the implementation of their accommodations (e.g., if a student approved for extended testing time reports the professor would not permit him/her to take the test with extra time). CCAS cannot adjust grades or course requirements after the fact in a case where a student reports he/she suffered academically because he/she did not receive an accommodation that was approved and did not report the problem to CCAS in a timely manner that allowed correction of the problem.
11. Accommodations cannot be approved retroactively. For example, a student who reports a learning disability after taking an exam and has not previously requested and been approved for accommodations, would not be entitled to retake the exam with special accommodations. Similarly, a student cannot be excused for absences due to a disabling medical condition reported after the fact.

Students are urged to make their requests as early as possible to allow time for review of the request and planning.

Disclosure of Disability

Disclosure of a disability is voluntary. Students are not required to disclose or request accommodations for a disability. They are not eligible for any protection under the law if they fail to disclose disability and request accommodations.

Confidentiality

Disability-related material at Esperanza College of Eastern University is considered covered by the Family Educational Rights & Privacy Act. Disability information will not be disclosed or released except as needed to university agents with a legitimate educational interest, and/or as otherwise required or permitted by law, and/or as otherwise requested by the student.

Procedures for Settling Disagreements Regarding Accommodations

In the event of a disagreement between student and faculty or other agent of the university over an issue of disability accommodation, the following plan for settling disagreements will be used, affording the student due process:

1. The student shall discuss his/her disagreement with the Director of CCAS or the faculty member or other involved agent of the university and try to resolve the disagreement.
2. If the problem is not resolved, the student should continue to reach resolution through the lines of authority at the university:
   a. professor (or directly involved staff member or administrator),
   b. program director (or relevant supervisor of party involved in Step A),
   c. Associate Academic Dean (or relevant supervisor of party involved in Step B),
   d. Executive Dean (or relevant supervisor of party involved in Step C),
   e. provost (or relevant supervisor of party involved in Step D,
   f. Accommodations Committee whose decision will be final. Attempts should be made to settle the dispute at the lowest level of authority possible. If agreement is not reached after a reasonable period of discussion and negotiation, appeal to the next highest level of authority can be made. The student should keep CCAS informed at all levels of the dispute. (**Note**: If the student believes this chain of appeal is not appropriate given the nature of the disagreement, he/she should contact the Director of CCAS regarding this.)
3. In the case of a disagreement regarding a non-academic modification (e.g., regarding building access, residence hall modifications, etc.), requests for resolution of the dispute can be made to the Dean of Students who will contact the relevant university staff member(s) in an attempt to resolve the dispute. If resolution of the disagreement is not reached by the Dean of Students, the matter can be appealed to the Vice President for Student Development, who will be the final appeal.
4. A Disability Accommodations Committee will assist in creating, reviewing, and revising policy regarding accommodations for students with disabilities. The committee will be convened when needed to review policy and to assist in resolving disagreements regarding accommodations for students with disabilities and is the final appeal for academic accommodations disputes. The Disability Accommodations Committee will meet within ten (10) class days after receiving a written request from the student to consider the issue of accommodations that needs to be resolved when all other steps have been exhausted. The committee will provide a written decision within 10 class days after its meeting. If, after its initial meeting, the committee decides that more information is needed

(e.g., an additional evaluation on the student, additional information on standards of practice in the field, etc.), the time the committee has to provide a written decision can be extended another 10 class days. The decision rendered by the Disability Accommodations Committee will be the university's final decision on appeals for academic accommodations.

Address Change

It is important to notify the Registrar Coordinator if you have a change of address or telephone number. The Registrar Coordinator will then make sure that your college files and all of the University offices that need to be able to reach you have the updated information.

Greetings

Greetings from the President of Esperanza, Inc.

Dear Esperanza College Student,

We're so glad you've chosen to pursue your academic goals here at Esperanza College. We look forward to working with you and supporting you as you take the next steps in your education and career!

The tools in this handbook are provided to you for your benefit, and for the benefit of all your classmates. We want all of our students to have the most positive and enriching academic experience possible. We want you to build edifying relationships with your peers and with our faculty and staff. In order for that to happen, we have to agree as a community to uphold certain standards of respect, teamwork, and a positive school culture. Please take a moment to review the guidelines in this handbook, so you have a clear understanding of what we expect from each Esperanza College student. We're proud of our environment that values and promotes integrity, professionalism, and excellence, and we know you'll help us continue to build on that – in honor of the students who have come before you, and as a legacy you leave for future classes who will come after you.

Some of the tools in this handbook – like the course catalogue, calendar, staff contact info, etc. – are also designed to help you stay organized during your time with us. If you should ever need assistance in getting used to college life or staying on top of the workload, please lean on our staff to help you! Remember, we're all learning together, and we're all invested in each other's success.

Congratulations once again, and best of luck in all your classes!

The Reverend Luis Cortés Jr.
President, Esperanza

Greetings from the President of Eastern University

Dear Student,

Welcome to Esperanza College of Eastern University. I believe you have chosen well in selecting a Christian faith-based college that is committed to helping you grow both academically and spiritually. Please keep this Handbook as a valuable guide to course information and all of the resources that Esperanza College has to offer you.

I understand that college often comes with many challenges, no matter what your age or previous education. Please be assured that if and when you face difficulties, Esperanza College has the support systems in place to assist you in whatever ways are necessary, from academic advising and tutoring to counseling and spiritual guidance. With small class sizes, our faculty get to know their students and become mentors and role models. This is one of our greatest strengths and helps to create the caring Christian community so many students cite as a highlight of their educational experience.

Thank you again for trusting Esperanza College of Eastern University with this next step in your academic career and life. I wish you every success. When you graduate from Esperanza College and choose to continue your education, we will help you make a smooth transition within Eastern University. My prayer is that you will find good friends, preparation for your individual career goals, and most importantly, strengthened faith for the journey ahead. For we are promised that "I can do all things through Christ who strengthens me" (Philippians 4:13).

The world needs you. The world needs Eastern University!

Dr. Ronald A. Matthews
President of Eastern University

Greetings from the Executive Dean of Esperanza College

Congratulations! Your decision to attend college is life changing and will lead to a future with great possibility and opportunity! We are so grateful that you have chosen Esperanza College of Eastern University (ECEU) as part of your important academic journey. You are now a part of a family that recognizes your gifts and supports your ambitions.

Now that you have taken this important step, remain committed and continue to press forward. Be sure to celebrate both the large and small successes and victories along the way. There will also be difficult days and obstacles to overcome too. They are an important part of your learning process as you stretch to meet the challenges and discover ways to conquer them. The strength, skills, and abilities you develop to continue to grow your faith and set your goals will carry over toward a life of limitless potential.

We are here to support you, please surround yourself with positive people and utilize all the resources available to you. You have our commitment to guide, encourage and prepare you along the way. Review the information outlined in this handbook so that you can get the best possible experience while you are a student at ECEU. The information in the handbook and working with your instructors and staff will help you to understand what is expected of you, we are all invested in your success!

We celebrate the beginning of this important new chapter in your life and look forward to rejoicing with you as an Esperanza College of Eastern University graduate!

Know that the Lord declares He has *"plans to give you hope and a future"*. (Jeremiah 29:11b)

Marilyn Marsh, MSOD, MTS
Executive Dean of Esperanza College of Eastern University

Guiding Institutional Principles

Mission Statement

The mission of Esperanza College, a Christian college program dedicated to the service of the Hispanic and local communities, is to enhance the knowledge, skills, and outlook of young people and adults so that they can live even more thoughtful, positive, productive, and purposeful lives.

Esperanza College achieves its mission through the integration of faith, reason, and justice and acknowledges the importance of forming this integration within Latino culture in its academic program, in its instruction, and in the learning of its students, in order to:

1. Develop a Christian worldview that informs intellect, attitude, and behavior.
2. Sharpen skills of critical thinking, reflection, and analysis, as well as linguistic and communication skills.
3. Appreciate the sources, values, and contributions of Latino culture; and
4. Enhance the spiritual, social, and economic well-being of the individual, family, and community

Vision Statement

Esperanza College seeks to provide members of the Hispanic and other local underserved communities a Christian faith-based education that is affordable and culturally appropriate so that they can continue their contributions to and leadership in their communities and become even more effective in their service.

Strategic Direction

Esperanza College of Eastern University (ECEU) will create an environment where students are challenged, inspired, and empowered to achieve their academic and career goals. We are committed to strengthening our students' academic and college life experience by providing quality programs, accessible services and talented and engaged faculty. ECEU will continue to enthusiastically serve the Hispanic and local communities in Philadelphia by maintaining our mission to provide a Christian faith-based education.

Values/Commitment

A. Scholarship and Teaching

We believe in the unity of God's truth, whether supernaturally revealed or humanly discovered, and we value the search for knowledge and understanding in all areas of life. We are guided by our faith in Jesus Christ, who is "The way, the truth and the life." We value the integration of faith, reason, and justice, and as educators and/or as students we are committed to a critical examination of what we believe, what we learn, and how we live. We value excellence in teaching, self-discipline in learning, and individual accountability to the learning community. We seek through our teaching, learning, and interactions together to develop and model a Christian worldview that is culturally appropriate and that affects the lives of students, their families, and the community and organizations to which they belong.

B. Scripture

We recognize the Bible, composed of the Old and New Testaments, as inspired of God and as the supreme and final authority in faith and life. We submit ourselves to carrying out our mission under its authority and to using biblical principles in all facets of human aspiration and action. Based on our commitment to Scripture and to the God revealed in Jesus Christ as Savior and Lord, we intend for every student to have a meaningful and appropriate opportunity to hear and respond to the call for repentance, faith, and obedience to Jesus Christ.

C. Church

We affirm our conviction that the Church of Jesus Christ, as a visible community of believers inclusive of persons of all cultures, races, and nationalities, is central to faithful obedience in living the Christian life and advancing the work of the Gospel. While valuing the established relationship with the American Baptist Churches, we are committed to developing relationships with other Christian groups and to serving the larger Church in ways appropriate to our mission.

D. Justice

We acknowledge with sorrow the brokenness of the world at personal, national, and international levels, and we seek to work for justice, reconciliation, and Christian transformation in all arenas of life. We particularly seek to work with and for the socially marginalized and economically poorer communities, especially those of Hispanic origin, to provide affordable and locally available educational opportunities to attend a private Christian college.

E. Community

We value the bonds of social interaction that bind us together. We are committed to mutual service and responsibility and to expanding the community by accepting and seeking to understand those who are different—either by race, age, gender, religion, or national origin. We are first committed to deepening our understanding of Latino cultures and communities and then to developing our understanding of the local, regional, national, and global communities and to responsible citizenship in each and all of these communities.

University Mission Statement

Eastern University is a diverse, Christ-centered community preparing graduates to impact the world through faith, reason, and justice.

Vision

As a community, Eastern University will Listen. Love. Learn. Lead.

Eastern University's Core Values

E - Excellence

We strive to achieve the highest standards in serving our community through distinctive academic experiences, student services, and community life.

A - Authenticity

We live with integrity and honesty, upholding the highest ethical standards as we seek to honor God with our lives, relationships, and work.

S - Stewardship

We treat our resources as gifts God has entrusted to us, including our earth, environment, facilities, and finances.

T - Thoughtfulness

Inspired by our commitment to truth, we think deeply, holistically, and critically about the world God has given us, benefiting from the insights offered by each individual in our rich learning community.

E - Enthusiasm

Anchored by our hope and joy in Christ, we approach each situation with optimism, working toward favorable outcomes, and celebrating our successes.

R- Relationships

With an attitude of humility and kindness, we honor and respect the dignity of each individual, promoting community, working to bring reconciliation to broken relationships, and championing diversity, equity, and belonging.

N - iNnovation

Promoting accessibility and affordability, we seek new and more effective approaches to education, exercising creativity to chart inventive paths forward into the future.

History of Esperanza College

Esperanza College of Eastern University was birthed from a tugging at the heart to impact the lives of people beyond the Sunday morning pulpit. It was, and is, a college unique to any other, an institution of redemption, grace, and hope. In 1987, Esperanza, Inc. (Esperanza), a community development organization located in North Philadelphia, was established with the purpose of strengthening Hispanic communities. At the core of its mission, both then and today, is education – the key to empowering communities to improve their conditions. Esperanza believes that education positions individuals and families to become economically stable and allows communities to thrive. One way in which Esperanza has displayed its commitment to education is through the establishment of Esperanza College of Eastern University.

In 1996, The Reverend Luis Cortés, Jr., President of Esperanza, began earnestly working on his vision to have a college within the neighborhood. After visiting many colleges and universities, he finally met with then president of Eastern University, Dr. David Black. Both visionaries and joined by a similar mission to serve, they initiated the planning of a partnership between Esperanza and Eastern University, a Christian university dedicated to ideas, inquiry, and the development of people of faith. The result was a junior college called Nueva Esperanza Center for Higher Education (NECHE). The first cohort, made up of 28 students, was admitted in Fall 2000 with a special and unique curriculum that served the language needs of the Latino students while still being couched within the academic integrity of Eastern University's CORE curriculum.

NECHE continued to grow and has since transitioned into Esperanza College, a fully accredited branch campus of Eastern University and a federally recognized Hispanic Serving Institution (HSI). Today, Esperanza College serves approximately 425 students through its English Institute, CDA program, and through its ten different academic programs, including Accounting, Business Administration, Community and Human Services, Criminal Justice, Digital Communication, Early Childhood Education, Health Sciences, Media and Technology, Medical Assisting, Natural Science. In addition to providing a contextualized urban program with built-in support systems, such as a bridge program, a Spanish language transition track, and a Student Success Center, Esperanza College offers courses that transfer to any university or transition seamlessly into Eastern University's four-year bachelor's degree programs and as a result many students choose to continue their studies at Eastern University's main campus or its different branch campuses.

One of the things that is unique about Esperanza College is that it is part of the Esperanza family of services. These services include k-12 educational academies, the Esperanza Barrio Youth Initiative, housing counseling, neighborhood revitalization, immigration legal services, the AMLA music school, Teatro Esperanza, and the North Philadelphia CareerLink among other things.

Since its inception, Esperanza College has focused on developing its students and the continual improvement of services offered. Now with two decades of experience in offering high quality services, we trust that, by the grace of God, the institution will continue to prosper, thrive, and bring change to many more lives along the way.

Policies and General Information

Security at Esperanza College

Esperanza College of Eastern University is part of a dynamic partnership with Esperanza, a Christian community organization serving Latino and other members of our North Philadelphia community. At Esperanza College, we believe that your security should be a team effort that involves the cooperation of all concerned: students, faculty, and staff. Esperanza College is a community of approximately 250 students and more than 60 faculty and staff. Because Esperanza College is a small community each member plays an important role in the protection of the campus. All members of the community are asked to report any suspicious person, activity, or security concern directly and immediately to a security officer.

Recognizing

1. that the integrity of the classroom experience is critical to the educational process,
2. the legal requirements and liability in providing childcare, and
3. the inherent liability in any classroom site/location,

Eastern University and Esperanza, Inc. do not permit students to have a child or dependent accompany them to a scheduled class. In addition, prior permission is to be obtained from the Dean and then from the instructor when a student desires an adult visitor to accompany him/her to class. Moreover, children/dependents/guests are not permitted to stay on the campus during class time.

Security Services

The College employs unarmed security guards. These security guards are responsible for securing campus buildings both at night and day and providing escorts upon request for safety reasons. Guards regularly request Physical Plant to repair burned-out lights, damaged property, broken door locks, and other items that may cause injury or risk to students, faculty, or staff. Security patrols the campus on foot from 8:30 am until closing. During late evening hours, the security on duty checks the building and other places where students congregate. The security guards report directly to our Facilities Manager. The department of security maintains an excellent working partnership with the Philadelphia Police 25th District.

Crime in the area is monitored by sharing information with the police.

Security Staff

Contact	Phone Number
Supervisor	(215)360-7196
Security Desk	(215)324-0746 ext. 171

Hours

Monday–Thursday 8:30 am–10:30 pm
Fridays 8:30 am–5:30 pm

The Student/Employee Responsibility

The cooperation of all members of the community is absolutely essential to ensure the success of campus safety. Individuals must assume responsibility for their own personal safety and the security of their personal property by taking the following precautions:

- Exterior doors to the building should never be propped open.
- Room doors should be locked whenever the individual is away from the room.
- Keys should not be lent to others
- Cars should be locked at all times. Valuables should be concealed. Steering wheel locking devices are recommended.
- Suspicious-looking individuals should be reported to Security or the Switchboard immediately.
- Do not walk alone in the surrounding neighborhood at night.
- Report any damaged lights or doors.

Drug and Alcohol Policy

Esperanza College complies with federal, state, and local laws including those which regulate the possession, use, and sale of alcoholic beverages and controlled substances. The following represents the drug and alcohol policies at Esperanza College:

The following are prohibited:

- The use of illegal drugs
- The abuse of other drugs (i.e., legal medications)
- The use of alcohol on campus or public areas of campus
- The abuse of alcohol in any context on campus

The College's objective is to take positive corrective actions to prevent any incidents of substance abuse. Students involved with substance abuse are usually required to go through evaluation and counseling programs. Disciplinary procedures for anyone who violates these policies are outlined within the Student Code of Conduct. Drug and alcohol counseling may be obtained from qualified professionals in the local area. A few resources are listed below:

Contact	Phone Number
Alcoholics Anonymous	(215)923-7900
Addiction Referral & Intervention	(215)238-2150
Narcotics Anonymous	(888)306-9941

Reporting a Crime

Individuals who witness or become the victim of a crime on or near campus are expected to contact Esperanza College's Security Officer immediately by dialing (215) 324-0746 extension 171, or by using one of the campus phones and dialing extension 171. The Security Officer will respond and summon police if necessary. The Security Officer will file a written report on all crime incidents. All incident reports filed are recorded and maintained in the office of the Security Manager.

University policies on sexual assaults, sexual harassment, drug and alcohol use, and counseling services are enumerated in detail in the online Student Handbook. Information about any registered sex offenders is available on the Pennsylvania State Police Website. To view the most updated report of Esperanza College campus crime, go to: https://www.eastern.edu/about/offices-centers/public-safety-610-341-1737/clery-compliance (https://www.eastern.edu/about/offices-centers/public-safety-610-341-1737/clery-compliance/).

In addition to providing this information to students and employees, each institution of higher education is required to annually report crime statistics and rates to the State Police for publication in the Pennsylvania Uniform Crime Report, "Crime in Pennsylvania." The Federal Student Right-to-Know and Campus Security Act of 1990 and the Federal Higher Education Amendments of 1992 also mandate, along with other requirements, that universities publish statistics regarding campus crime.

This information is provided in compliance with House Bill #1900 (Clery Legislation) Terrorism Readiness and Response Information.

There is no way to fully prepare for every eventuality concerning unknown and unpredictable events that might occur in our area or in another nearby area. In the case of an event, we ask that each community member use his or her own best judgment as to how to behave safely. In the event of an unsafe condition at Esperanza College, the staff will provide specific guidance to the students and faculty. We also recommend that each member of this community take the time to educate himself/herself and his or her families and friends, using the general information that is available.

Here are some websites that you may find helpful. Remember, as always whenever looking for information on the web, especially about a topic like "Homeland Security," read everything with all of your best critical thinking tools fully operational!

- www.whitehouse.gov/homeland/ *(*http://www.whitehouse.gov/homeland/*)*
- www.ready.gov *(*http://www.ready.gov*)*

Below are some pointers concerning preparedness that will work with many applications. You should know and practice these during this time of uncertainty as well as in general.

- Carry identification with you at all times. Esperanza, Inc. requires that you wear your Eastern University ID in a visible place on your upper body at all times that you are at the (EC) campus.
- Make up a personal emergency contact card and carry it with your license.
- Set up a contact plan with your relatives and friends. Ask someone who lives well outside of your area to be the contact clearinghouse for you and your relatives. Carry that phone number and address with you on your emergency contact card.
- In the event of an incident that occurs outdoors and if the building you are in is not affected, stay inside that building and seek further information before exiting.
- If the building you are in is affected, leave, and go inside another place of safety.
- Keep extra prescription medications with you.
- If you wear contact lenses, carry glasses with you at all times.
- Keep a supply of water on hand.

Timely Warning

In the event that a situation arises, either on or off campus, that, in the judgment of the Director of Safety and Security for the university, constitutes an ongoing or continuing threat, a campus wide "timely

warning" will be issued. The warning will be issued through the "E2Campus" emergency alert system. This system allows information to be distributed via cell phone text message and email. Students, Faculty and Staff are urged to subscribe to this service. Details and subscription information can be found at https://www.eastern.edu/about/offices-centers/public-safety-610-341-1737/eu-emergency-messaging-system (https://www.eastern.edu/about/offices-centers/public-safety-610-341-1737/eu-emergency-messaging-system/).

Be sure to select the "Esperanza College at 4261 N. 5th St." option to receive information about this site.

In addition, information will be posted at the Department of Security website at http://www.eastern.edu/campus/university_wide_services/security/emergencies.html

Staff Directory

Esperanza College Contact Information

The Esperanza Inc., switchboard operator is available at (215) 324-0746 on Monday through Friday, 8:30 am–5:00 pm. The extension to Esperanza College is ext. 410. When calling after 5:00 pm, the after-hour message will begin, and you may simply dial ext. 410 to be directed to the college where you will be able to leave a message.

Contact	Extension	Email Address
College Reception Desk	ext. 410	
Ileana Acion		ileana.acion@eastern.edu
CDA Educational Advisor		
Albert Brown	215-324-0746 ext. 437	albert.brown@eastern.edu
Director of Admissions and Marketing		
Abraham DeJesus	267-504-4352 ext. 414	abraham.dejesus@eastern.
Online Outreach Coordinator		
Tamara Diaz	215-324-0746 ext. 413	tamara.diaz@eastern.edu
Director of Community Engagement and Outreach		
Steffany El Barouki		steffany.elbarouki@eastern
Educational Advisor Media and Technology		
Gabriel Garriga	215.324.0746 ext. 410	gabriel.garriga@eastern.ed
Admissions Assistant, Esports Management / Media & Technology Recruiter		
Jenniffer Gonzalez-Ruiz	215-324-0746 ext. 415	jenniffer.ruiz@eastern.edu
Registrar Coordinator		
Dr. Nilsa Graciani	215-324-0746 ext. 466	ngracian@eastern.edu
Interim Dean		
Director of STEM and Medical Assisting		
Jason Greenaway	215-324-0746 ext. 430	jason.greenaway@eastern.edu
Student Success Coordinator		
Marilyn Marsh	215-324-0746 ext. 417	mmarsh@eastern.edu
Executive Dean		
Gabriela Martinez	215-324-0746 ext. 426	gabriela.martinez@eastern.edu
Multimedia Instructional Designer		
Rosanna Matos-Velazquez		rmatosve@eastern.edu
Director Credential Educational Advisor		
Sully Mori	215-324-0746 ext. 416	sully.mori@eastern.edu
Online Success Coach		
Amaris Ortiz	215-324-0746 ext. 429	amaris.ortiz@eastern.edu
Online Succes Coach & Early College and Dual Enrollment Liaison		
Kenneth Osbourne Jr.	215-324-0746 ext. 410	kenneth.osbourne@eastern.edu
Admissions Assistant		
William Perez-Cruz	215-324-0746 ext. 424	william.perez-cruz@eastern.edu
Admissions Recruiter		
Jennifer Powell-Folks	215-324-0746 ext. 416	jennifer.powell-folk@eastern.edu
Title V Project Director		
Tatiana Rivera	215-324-0746 ext. 425	tatiana.rivera2@eastern.edu
Education Academic Program Director		
Caris Rodgers		caris.rodgers@eastern.edu
CDA Educational Advisor		
Elizabeth Sierra	215-324-0746 ext. 469	elizabeth.sierra@eastern.edu
Student Accounts/ Financial Aid Representative		
Wylie Thornquist	215-324-0746 ext 420	wylie.thornquist@eastern.edu
Librarian		
Kheila Valle	215-324-0746 ext. 428	kheila.valle@eastern.edu
Administrative Assistant		
Danielle Vivas		dvivas@eastern.edu
Educational Advisor Criminal Justice & Community and Human Services		

Student Code of Conduct

Behavioral Standards and Expectations

As a Christian institution, Esperanza College of Eastern University is an academic community that strives to be characterized by Christian principles in all facets of its common life. While we recognize that there is great diversity among us in terms of commitment and belief as members of the community, we nonetheless submit ourselves to the example of Christ Jesus in our dealings with one another. His example of love, gentleness, meekness, and goodness shall be the standard that we seek in all of our interpersonal relationships. Individuals who choose to become part of the Esperanza College of Eastern University community

are asked to adhere to policies that represent high standards of ethical and moral behavior, both on and off the campus. These behavioral expectations serve the aims and purposes of the college as a Christian institution and are in the best interests of students, faculty, and staff alike.

Violations

The following are specific violations of college policy for which students should expect to be held responsible and which will result in disciplinary proceedings:

1. All forms of dishonesty including but not limited to cheating, plagiarism, theft, furnishing false information on or off campus, publication of false information anywhere (including in online communities), altering documents with the intent to defraud. Using a false or forged ID card of any type.
2. As a Christian community, Esperanza College of Eastern University expects a sexual lifestyle that is consistent with our understanding of biblical teaching. For our community, inappropriate displays of affection are not acceptable and sexual intimacy is prohibited outside of marriage between a man and a woman.
3. The use, sale, distribution and/or possession of all illegal drugs on or off campus. Evidence of drug use/possession such as odors, items used to mask odors, paraphernalia, and storage containers will be seen as a violation of policy.
4. The use of racial or ethnocentric invectives, epithets, slurs, utterances, or physical acts or threats (written or spoken) used to attack or injure another individual rather than express an idea, ideology, or philosophy. Racial and ethnic intimidation and harassment is illegal in the state of Pennsylvania. Students are encouraged to report incidents relating to racial and ethnic intimidation and harassment to the local police and to the Deans.
5. Gambling and gaming for money, exchanging chips or markers for money is prohibited. The College does not condone the participation in games for money (or other things of value) on campus, through the Internet or at ECEU sponsored events off campus. Clubs and organization leaders planning fundraising activities should consult with the Associate Dean for Academic and Student Success; review the college's position as well as state and federal law. College organizations and groups may conduct fundraising events that include raffles, auctions, and such, provided the event is approved by the office of Academic and Student Success well in advance of the advertising of the event. Students are encouraged to seek assistance for gambling related concerns early.
6. Tobacco products/devices and their use are not permitted on campus or in areas adjacent to the campus.
7. Beverages containing alcohol, being found with alcoholic beverages, use or possession of alcoholic beverages or the presence of "empties" in the campus.
8. Coercive or unwelcome sexual behavior, including sexual assault, rape, acquaintance rape, indecent liberties (verbal or physical) or related actions.
9. Lewd, indecent, or obscene conduct or activities, whether demonstrative, visual, verbal, written or electronic.
10. Verbal threats or abuse, harassment, intimidation, threatened or actual physical assault, disregard for the rights and welfare of others, activities that cause or threaten emotional, mental, or physical harm or suffering; actions or words that demean the dignity of an individual, actions that interfere with or cause interference with another student's academic performance and/or process.
11. Returning to campus drunk or intoxicated.
12. Possession or use of firearms or weapons, including air rifles, air pistols, knives, potato guns or blowgun, ammunition, or explosives (fireworks) in or upon university-owned, supervised, or adjacent property.
13. Violations of fire safety including use of explosive devices such as fireworks, any open flame, candles, hotplates, incense, space heaters, halogen bulbs, heat lamps and other items that pose a fire hazard of any kind. The use of these items will result in no less than a $50.00 fine for the first offense. No warnings will be given.
14. Failure to wear in a visible place on your upper body your Eastern Student ID Card and identify oneself immediately when requested to do so.
15. The intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other university activities.
16. Theft from or damage to university premises or damage to property of a member of the university community.
17. Failure to comply with requests or directions of university officials acting in performance of their duties.
18. Violations of law on or off university premises.
19. Students participating in university-sponsored, off-campus class trips or activities, social, academic or sports related are expected to observe on-campus behavioral expectations for the duration of the off-campus activity.
20. Students who host or participate in events off campus where underage or excessive drinking occurs jeopardize their enrollment at the university.
21. Retaliation, intimidation, or coercion directed against any member of the community, anyone who intends to register a complaint or anyone who has done so. Any member of the community who, after appropriate investigation, is determined to have retaliated against a complainant or one who expresses the intent to complain (or against any other party involved) will be subject to disciplinary action. If any member of the Esperanza College community believes s/he has been retaliated against, that person should consult immediately with a dean
22. Defamation of others through word, print, visual media, or other vehicles.
23. Academic Dishonesty: The student is responsible to become familiar with acceptable standards for research and documentation and to abide by them. Academic dishonesty includes but is not limited to:
    a. Plagiarism or presenting words, pictures, ideas, or artwork that are not your own as if they were your own in spoken, written or visual form. In written work, 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 work simply by paraphrasing. A paraphrase, even if acknowledged in a footnote, is unacceptable unless specifically permitted by the instructor.
    b. Submitting a paper written by another student or another person as if it were your own.
    c. Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
    d. Fabricating evidence or statistics that supposedly represent your original research.
    e. 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 cases of academic dishonesty, to the Associate Dean for Academics and Student Success.

Reporting Academic Dishonesty

If you believe that someone is engaging in inappropriate academic behavior, the approach used should be consistent with what is described in Matthew 18:15-17. This means that you should go to the person and explain your concern. If he or she changes behavior, you will have made a valuable contribution to that person's academic and spiritual life. If he or she refuses to change, ask your instructor to be more vigilant and alert because you have reason to believe that academic dishonesty is occurring. Depending upon the nature of the behavior, you may or may not wish to name names at this point. If this general request does not work, explain to the faculty member in more detail what you believe to be happening, including the name(s) of those involved and specific examples of the inappropriate behavior. It then becomes the responsibility of the faculty member to deal with the situation. If there is no apparent change after this step, take your complaint to the Associate Dean for Academic and Student Success.

Academic Penalties for Academic Dishonesty

When academic honesty is violated, according to the definition adopted by the faculty and whatever additional definition the instructor has published to his/her students, the instructor may choose one of the following penalties according to his/her assessment of the severity of the infraction and any extenuating circumstances:

- Assign a grade of F or zero on the paper, project or examination but allow resubmission, resulting in a maximum grade of C.
- Assign a grade of F or zero on the paper, project, or examination without the opportunity for re-submission.
- Assign a grade of F in the course.

In all cases the instructor will forward in writing evidence of the academic dishonesty and the academic penalty to the Associate Dean for Academic and Student Success.

Disciplinary Penalties for Academic Dishonesty

All cases of academic dishonesty will be referred to the Associate Dean for Academics and Student Success. If disciplinary action is warranted, the case will be reviewed by the Dean. The following disciplinary actions may occur in addition to the academic penalty:

- First Offense: Warning or Suspension with Disciplinary Probation.
- Second Offense: Suspension for a minimum of one full semester, usually longer **or** Disciplinary Probation. If the student is found to have committed academic dishonesty is a graduating senior at the end of the semester of the offense, participation in graduation will not be permitted.
- Third Offense: Indefinite suspension (no less than two semesters), and/or possible expulsion. It is unlikely that a person found to be in violation of the academic integrity policies of the College more than twice would obtain a degree from the College.

Accountability

The principle of accountability is basic to providing a climate in which students are encouraged to take responsibility for their actions. Students who violate university expectations and standards are held accountable for their behavior. Students can expect to be confronted, counseled, advised, and, when warranted, disciplined. As a Christian institution, Esperanza College reserves the right to dismiss at any time a student whose conduct is inconsistent with the aims and objectives of a Christian educational community. Esperanza seeks to provide a climate of trust and trustworthiness and therefore is committed to a process that will ensure essential fairness for its students. Practices in disciplinary cases may vary in formality with the gravity of the offense and the sanctions that are applied. The disciplinary authority of the college is vested in the Executive Dean.

Rights of the Accused

An individual accused of misconduct shall be granted the following prerogatives. These standards represent the minimal procedural protection to be accorded to students charged with most disciplinary violations:

1. To know the nature of the charges.
2. To request the counsel of his/her academic advisor.
3. To receive a reasonable time to prepare for a hearing. [1]
4. To remain silent when his/her response might be self-incriminating.
5. To receive the decision in writing.
6. To appeal the decision.

[1] A hearing is defined as a meeting with College Personnel to answer to the charges. According to court decisions, universities are not expected to develop regulations that are written with the scope or precision of a criminal code. Rare occasions may arise when conduct is so inherently and patently dangerous to the individual or to others that extraordinary action not specifically authorized in this policy may be taken including immediate suspension or expulsion.

Disciplinary Procedures

A. Initial Information

1. Any member of the Esperanza community may report information regarding an alleged incident of misconduct to any member of the Academic and Student Success Staff.
2. The identity of the informant shall remain confidential insofar as possible.
3. When an incident occurs, it is the responsibility of the Dean to determine whether to:
   - Dismiss the matter without disciplinary action; or
   - Invoke disciplinary sanctions in those instances wherein the best interest of the individual and the community are best served by private proceedings.

B. Investigation

1. The Dean (or designee) shall assume responsibility for the preliminary investigation of the alleged incident.
2. All pertinent sources of information shall be consulted in order to determine the validity of the initial information. Those sources might include the student's professor, academic advisor, and witnesses.
3. The matter shall be discussed with the accused.
4. The student shall have the right to request the counsel of his/her academic advisor during the investigation. This request is at the initiative of the student.

5. The Dean shall have the power to suspend a student pending final adjudication of any case where a student is disruptive to the learning and/or living community and is a danger to self or others or for other reasons deemed necessary.
6. The College is not obligated to defer disciplinary investigations, hearings or decisions awaiting the outcome of criminal charges pending in various courts.

C. Hearing Procedures

These procedures shall be in effect whether the matter is being considered by the Executive Dean.

1. The focus of inquiry in disciplinary proceedings is to determine whether the student has violated the College's policies and should therefore be held accountable. Formal rules of evidence shall not be applicable, nor shall deviations from prescribed procedures necessarily invalidate a decision or proceedings, unless significant prejudice to the accused or the college may result.
2. The hearing shall be open only to those individuals having a direct, and personal interest in the proceedings, at the discretion of the Executive Dean. Hearings are not open to lawyers engaged by the student.
3. The accused must notify the Executive Dean prior to the scheduled time of the hearing if he or she cannot be present. Failure to appear at the scheduled time without prior notification may result in adjudication of the matter in the student's absence.
4. On occasions in which the incident of alleged misconduct involves more than one student, the Executive Dean reserves the right to consider the cases separately or jointly.
5. The Dean shall raise questions pertinent to the alleged incident, to the attitude of the accused, and to his/her previous behavior.
6. All parties, including the accused, shall be excused from the room when the questions are concluded.
7. A judgment as to whether the student has violated university policy will be made. The disciplinary action, if any, shall be determined by the Executive Dean.
8. The decision shall be reported to the accused by the Executive Dean as soon as possible. The notification shall include information pertinent to the decision.
    - This may be done verbally when possible.
    - This will be reported in writing even if reported verbally.

D. Judiciary Board Members

The Judiciary Board is made up of voluntary academic staff, administrative staff, and students and is convened by the Executive Dean on a case-by-case basis as deemed necessary.

Disciplinary Sanctions

The following sanctions are ones that may be involved when disciplinary action is taken:

1. **Growth Initiative:** A Growth Initiative is a policy that grants the possibility of immunity from punitive discipline if a student initiates an appointment with their Program Director, prior to the knowledge of inappropriate behavior coming to the attention of university officials.
2. **Censure:** The action implies that the student's behavior was inappropriate and not to be condoned. Conditions of the censure may be given in writing to the student.
3. **Warning**
4. **Disciplinary Probation:** Such probation implies that the offense was of a more serious nature. The probation becomes part of the record on file with the Associate Dean for Academics and Student Success's Office. The length of the probationary period will be defined for each case. When on disciplinary probation, one may or may not be eligible to participate in co-curricular activities in which the student would represent the university to individuals and groups outside of the university. Violations during the probationary period will usually result in a more punitive response.
5. **Restitution:** The offender is required to make reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages or fines. Restitution may be combined with another of the possible disciplinary sanctions.
6. **Work Assignment:** The requirement to perform certain duties as restitution for inappropriate behaviors and actions or in some cases in lieu of fines.
7. **Fines:** Under certain circumstances, a monetary fine may be assessed. It will be posted to the student's account along with notation as to the nature of the fine.
8. **Leave of Absence:** When a student's behavior and/or attitude seems inconsistent with university expectations, it may be determined that the student should take a leave of absence to evaluate himself/herself and his/her relationship to Esperanza College of Eastern.
9. **Suspension from the College:** Participation in the university as a student is suspended. The suspension may be from a classroom or completely from the College. The suspension will normally be followed by a period of disciplinary probation. Students are subject to academic penalties for work missed as a result of disciplinary action. Faculty members are not obligated to permit make-up of missed assignments and examinations in such cases. The student does not receive a refund on tuition.
10. **Expulsion:** Status as a student is terminated for an indefinite period with little, if any, likelihood of readmission. The student does not receive a refund on tuition.

Encouraging consistency in behaviors across departments is essential in character development. Students tend to compartmentalize and often do not think about how their choices and actions can affect themselves, others, and the College they represent. It is important to help students learn that their behavior/choices and affiliations have implications for them outside of the isolation of an "event", especially if they are representing the University in a significant way. This approach encourages congruence as to who they are in all aspects of their lives, which is important for moral development and spiritual formation.

Academic Appeals and Grievances

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 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 a written appeal to the Associate Dean. The letter of appeal should include the date of the letter, the student's full name, the Esperanza College of 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)

If a student wishes to petition for an exception to an academic policy, the student shall petition the Associate Dean for Academics and Student Success of the College in writing. The letter of petition should include the date of the petition, the student's full name, the student college 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 Associate Dean for Academics and Student Success. The Associate Dean for Academics and Student Success 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 Associate Dean for Academics and Student Success will notify the student in writing of the Associate Dean for Academics and Student Success' decision with respect to the student's petition.

Procedure for Student Appeals to ECEU Executive Dean

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

Procedure for Student Appeals to the Provost

To appeal a decision by the Executive 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 email 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 Associate Dean for Academics and Student Success with instructions. The decision of the provost shall be final.

Esperanza College Dress Code

Proper attire is defined as follows:

Acceptable	Not Acceptable
Jeans (without holes)	Shorts higher than 2" above the knee
Shorts (no shorter than 2" above the knee)	Skirts higher than 2" above the knee
Skirts (no shorter than 2" above the knee)	Low-cut, see-through, or tight clothing
Capri pants	Tops that expose the midriff area
Sweats	Halter tops
Dresses	Extremely tight clothing
Dress pants	Any jeans/shorts with holes
Suits	

Student Rights, Freedoms and Responsibilities

Esperanza College of Eastern University exists to provide Associates of Arts, Associates of Sciences, and Associates of Applied Sciences programs that are rooted in a unifying Christian worldview. The university views its mission as the pursuit of truth, the transmission of knowledge, and the development of students for a life of service to the church and to society. Foundational to a Christian academic community is both the freedom to teach and the freedom to learn. Both faculty and students should exercise these freedoms with responsibility. The freedom to learn depends on appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. The responsibility to honor and respect conditions conducive to this freedom is shared by all members of the academic community.

The purpose of this statement is to enumerate the essential provisions for students to learn.

1. Students are responsible for learning the content of any course of study for which they are enrolled, but they shall be free to take reasoned exception to the data or views offered in any course and to reserve judgment about matters of opinion.

2. Students shall have protection against prejudiced or capricious academic evaluation through the publication of clear course objectives and evaluation policies and methods.
3. The process of redress of grievances is:
   a. The student should first consult the faculty member involved.
   b. If the student remains unsatisfied, he/she may approach the Program Director, who will set up a hearing between the faculty member and the student.
   c. If still unsatisfied, the student may approach the Associate Dean of Academic and Student Success.
   d. If the problem remains, the student should consult the Executive Dean.

Student Records

Eastern University is in compliance with the Family Rights and Privacy Act of 1974 and amendments.

The following offices maintain student records.

- Registrar's Office - grades, GPA, graduation requirements, academic status, class standing, admission credentials, and other academic records
- Student Development Office - student's evaluations, leadership and activities records, disciplinary related information, references, absence documentation, medical documentation.
- Admissions Office - prospective student files
- Academic Advisors - academic and advising materials for advisees

Inspection Request

A student may, upon reasonable notice, request in writing to see any of the applicable files listed above. The signed, written request will be retained in the student's file. Each office will designate a person to give the student a confirmation of his/her request and make an appointment with the student (within 45 class days) to review and explain the records.

Records Challenge

After reviewing the records, a student has the right to challenge the content and accuracy of the information. To challenge a record, the student should first make a written request to solve the problem. If no agreement is reached, a student may request a hearing of a committee convened by the Associate Dean for Academics and Student Success and composed of one student, one administrator and one faculty member. Within 30 working days after such a meeting, a decision will be rendered in writing to the student. If the decision is **not** to amend the record, the student has the right to include a written statement in the record

Sexual Assault Policy

As a Christian academic community, Esperanza College of Eastern University expects a sexual lifestyle that is consistent with biblical teaching. For our community, sexual intimacy is not acceptable apart from marriage. Sexual assault is a violation of Title VII of the Federal Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, the Pennsylvania Human Relations Act, and the standards which Esperanza College of Eastern University expects of its students. Sexual assault is a crime that involves power as the motive, sex as the weapon, and aggression as the method. Anyone can become a victim of sexual assault regardless of age, gender, race, appearance, or economic status. A person has the right to say "no" at any stage of an encounter. However, a person does not have to say "no" for the attack to be considered a sexual assault. A person does not attract sexual assault by acting or dressing in a provocative manner. There is no evidence to support a link between physical attractiveness and sexual assault.

Definitions

Sexual Assault is the commission of a sex offense. It is a more general term which includes but is not limited to rape and sexual abuse. If a person is unable to give consent, the behavior of the perpetrator is considered sexual assault.

Persons are considered unable to consent if:

1. they are temporarily incapable of appraising their conduct due to
   a. the influence of alcohol or drugs or
   b. physical helplessness because they are unconscious or otherwise physically unable to communicate consent.
2. they are impaired because they are suffering from a mental illness which renders them incapable of appraising the nature of their conduct; or
3. they are under the age of 18.

Having a sexual encounter with a person under such circumstances is considered sexual assault, even if the assailant is under the influence of alcohol or drugs. Rape is forcing someone to have sexual intercourse, either vaginal, oral, or anal. The act may be perpetrated by a person who is either a stranger or an acquaintance of the victim. The force necessary can be any threat or physical force that places the victim in fear of anything, including but not limited to loss of job, lowered grades, injury, or death. The perpetrator does not need to use a weapon or to injure the victim in order or make the victim fearful. Date Rape, also known as "acquaintance rape," "social rape," or "silent rape," is rape by someone the person knows—friend, roommate, classmate, date, neighbor, professor, employer, co-worker, fiancé, lover or ex-lover, or casual acquaintance.

Sexual Abuse is forcing a person to engage in any sexual contact other than sexual intercourse. Sexual abuse means any touching of the sexual or intimate parts of another person, whether directly or through clothing, which is offensive to the victim and which could reasonably be understood as offensive.

If you are sexually assaulted:

1. Immediately tell a trusted friend, a dean, or CCAS counselor. You will need support throughout the process.
2. Seek medical attention immediately. Call your doctor or go to the hospital emergency room for treatment of any injuries and for collection of evidence for legal prosecution, even if you are not sure that you want to prosecute. You can decide later to prosecute, but the exam cannot wait.
3. Report the sexual assault to the police. They will inform you of your legal rights and help you collect evidence. You can decide whether or not to prosecute later.
4. Make a written report of all the events that led up to the sexual assault, the sexual assault event, and your behavior after the sexual assault. Include dates, times, and witnesses.
5. Seek counseling. The Deans, your academic advisor, or Office staff can help you contact the Eastern University Counseling Center. A counselor can give confidential support, help in decision-making, and help you to move through the emotional and psychological processes from victim to survivor.

6. Report the sexual assault to any member of the Academic and Student Success Staff. Although any member of the staff may be informed, that member will report the incident to the Deans. See below for the procedure.
   Do not:
   a. clean up, wipe or wash with tissue, douche, bathe, shower, or change your clothes before you go to the hospital.
   b. be afraid to tell others and report this crime to the police.
   c. blame yourself.

Sex Discrimination Policy

I. Statement of Policy

Eastern University is committed to complying with all State and Federal laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination on the basis of sex.

II. Prohibited Acts

Title IX of the Educational Amendments of 1972 states:

No person in the United States shall, on the basis of sex, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any education program or any activity receiving Federal financial assistance. Title IX, as it pertains to the Eastern University community, applies to but is not limited to, fair practices regarding: recruitment, admissions, housing, athletic, and extracurricular activities, rules and regulations, discipline, class enrollment, access to programs, courses, and internships, distribution of financial assistance, distribution of institutional resources, hiring practices, employment, promotion, and policies, among other things.

GRADUATE CATALOG

Graduate-Level Catalog 2025/2026 Master's and Doctoral Programs

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

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

Eastern University Is An Equal Opportunity Institution

Eastern University is committed to the principles of equal opportunity as defined under federal and state law, and does not discriminate unlawfully on the basis of race, gender, sexual orientation, color, creed, disability, national/ethnic origin, age, disabled veteran/Vietnam-era, Genetic Information and Nondiscrimination Act (GINA), or veteran status in its admission policy, program, or activities, educational policies, scholarship and loan programs, athletic and other University-administered programs, or employment practices and programs.

Regulation Change

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

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Academics

Academic Policies And Procedures

Doctoral Student — A doctoral student is one who has earned a master's degree and is enrolled in the Doctor of Arts, Doctor of Ministry, or the Doctor of Philosophy program.

Post Master's Coursework — A minimum of 12 credits of graduate work following an earned master's degree.

Graduate Student — A graduate student is one who has earned a bachelor's degree from a regionally accredited college, is not pursuing a second bachelor's degree, and is enrolled in graduate-level work.

Second Degree Student — A second degree student is one who has earned a master's degree and seeks another master's degree in a different program. The second degree student must complete the entire program of study and may not transfer courses from the first master's degree. When competencies have been met by prior course work, a department chair/program director will require alternate course work to ensure that the degree program meets all standards for content and credits.

Full-time/Half-time Student — Graduate students are full-time when enrolled in 6-12 credits in a regular semester/term; they are considered three quarter time with 4.5-5 credits per semester, and they are considered half-time when enrolled in 3-4 credits per semester. Students registered for 1-2 credits in a semester are considered less than half time.

Doctoral students are full-time when enrolled for at least 1 credit in each regular semester.

International Student — An international student is an F-1 visa holder. F-1 students must be enrolled full-time.

Academic Calendars

Dates of course offerings and periods of enrollment are determined by the academic calendars approved by the faculty.

Student enrollment is reported according to the official beginning and ending dates of the academic session, term, or semester, not according to individual course dates. A student's degree date and eligibility to participate in commencement exercises is based on the last date of the final academic session, term, or semester, even if course work is completed prior to that date.

Maximum Course Load

Graduate students are limited to a maximum of 18 credits in a regular semester and 6 credits in each summer session. Graduate students enrolled in term-based programs are limited to six credits in each accelerated term. Graduate students enrolled in residency programs are limited to the course load and credit hours specified for the term in their program of study.

Transfer of Credit

A maximum of nine graduate semester credits may be transferred from another accredited graduate program with the approval of the director of the appropriate program and the dean. An official transcript for this course work must be received by Eastern in order for the course to be transferred. No credit will be granted for courses taken at another institution in which the student has earned less than a grade of "B." Grades and quality points from transfer institutions are not included in the Eastern University grade point average for entering students, although past performance is considered in judgment of academic progress.

Course work to be taken at other institutions during the student's enrollment at Eastern must be approved in advance. Permission forms are available on Eastern's Web site at www.eastern.edu/registrar (http://www.eastern.edu/registrar/). Course grades and credits for transfer courses approved by the student's program appear on the Eastern University transcript and the quality points are calculated into the student's cumulative grade-point average.

Credit Hour Policies

Credits

Eastern University grants credit for academic work on the basis of the semester credit hour, which typically corresponds to forty-two (42.0) hours of faculty instruction over the course of fifteen weeks, plus a final exam period. Instructional hours in the University's seven-week "block" term meets the same requirement in an accelerated format. The instructional requirements for a given course may be higher but never lower than this minimum standard, which is established in the federal and state requirements.

Definition of An Instructional Hour

Federal guidelines for an instructional hour are deliberately flexible. Guidance from the Department of Education states that "the regulations are grounded in commonly accepted practice in higher education, do not intrude on core academic decisions made by institutions and their accrediting agencies, and are completely consistent with innovative practices such as online education, competency-based credit, and academic activities that do not rely on 'seat time.'" (from US Department of Education, Guidance to Institutions, 3/18/2011)

In keeping with these requirements, faculty instructional hours at Eastern University include traditional lectures but are not limited to them because, as the requirements recognize, student learning, curated by the faculty, can be achieved through a broad range of other types of student experiences. These experiences include but are not limited to internships, field trips, group projects, laboratory work, rich-media experiences, student research, and assessment experiences.

Instructional Hours in Online and Blended Courses

Courses offered wholly or partly in online learning environments must meet the instructional requirements outlined above. For the specific online instructional equivalencies, contact the University's Center for Teaching, Learning, and Technology at brightspace@eastern.edu.

Alternative Credit Pathways

The University currently offers several pathways to earn credit for student learning. For more on these options, see the course catalog for your academic program.

Online Learning Expectations

Courses will be delivered fully on-ground, blended/hybrid (part on-ground, part online) or entirely online. A level of technology competency and access to a computer are required to function effectively. Students become familiar with technology requirements and expectations for course work by reading the Disclosure of Online Learning Expectations prior to their first registration.

Change of Major After Admission

Acceptable scores on required admissions tests (e.g., GMAT) must be obtained before a request to change majors will be reviewed. Approval must be granted by the original advisor and the program director of the new major. Some programs have established deadlines for changing majors. It is the student's responsibility to consult with the program advisor to clarify eligibility and procedures.

University Attendance Policy

I. General Attendance Expectations

The University expects all students, both undergraduate and graduate, to attend their scheduled classes and laboratory periods regularly. Regular attendance is a critical element in achieving learning outcomes, especially in accelerated courses. For online courses, attendance is defined as an online presence demonstrated by active participation in all required threaded discussions, presence and active participation in all required synchronous (live) online sessions, and timely submission and engagement with assignments as specified by the instructor.

II. Instructor's Role and Responsibilities

At the beginning of each course, instructors will clearly outline their specific attendance policy in writing via the course syllabus. This policy will define what constitutes satisfactory attendance for that particular course. Instructors are required to file a copy of their syllabus, which includes the class attendance policy, with the Provost and Vice President of Academic Affairs.

Instructors are under no obligation to make special arrangements for students who were absent. Students are accountable for all work missed due to class absence. Instructors may not impose or recommend a penalty for class absences unless they have clearly stated their class attendance policy to students in their course syllabus and filed a copy with the Provost and Vice President of Academic Affairs.

III. Departmental and Program-Specific Attendance Policies

It is recognized that class absences are sometimes necessary for extenuating professional or personal reasons. For these reasons, specific attendance expectations, policies, and procedures are established and published by the departments responsible for each program. Please consult your specific department's webpage or posted/printed materials for detailed attendance expectations relevant to your program of study.

IV. Administrative and Reporting Requirements

Attendance records are submitted to the Office of the Registrar at the beginning, middle, and end of each semester. These records are essential for institutional administration and external reporting. For security reasons, only registered students may attend classes.

Class Cancellations

On occasion, instructors need to cancel their classes because of illness or some other unusual circumstance. Campuses may close for emergency situations or due to weather.

School Closing Information

Go to www.eastern.edu (http://www.eastern.edu/) and enter School Closing Info into the Search window to review the current status of facilities and operations at campuses and locations operated by Eastern University.

Text Alerts

If you would like to receive text messages alerting you to class cancellation due to weather closure, sign up for text alerts by going to EU Emergency Messaging System. Fees may apply depending on your mobile phone contract, please contact your wireless provider with any questions.

Absence of Instructor

If a professor or instructor does not meet a class at the assigned hour and no formal cancellation notice has been posted, one of the students should notify the Dean of the College. Further instructions may be provided by the Dean.

Inactive Status

A student who is not enrolled in a current semester, term, or academic session will be reported as "Withdrawn" for enrollment purposes but may register for the following period without applying for readmission. If no enrollment occurs in a period of twelve (12) months, the withdrawal will be recorded on the academic record and the former student will need to apply for readmission.

Readmission for Additional Coursework after Program Completion

Former students who completed all program/degree requirements and wish to complete a new program or degree must apply for readmission through the Admissions Office. Special rules apply for financial aid eligibility.

Time to Complete Master's Degree Program

All requirements for a graduate degree, including courses, comprehensive exams, internships and thesis, must be completed within seven (7) years of enrollment as a degree candidate. All requirements for students enrolled in the M.Div., M.T.S., and M.P.T. must be completed within ten (10) years of enrollment as a degree candidate.

Time to Complete Doctoral Degree Program

All requirements for the doctoral programs, including courses, comprehensive exams and thesis, must be completed within ten (10) years of the first enrollment.

Academic Advising and Student Responsibility

Students are responsible for all courses for which they are registered, except for courses they officially dropped by the deadline by written notification to the Registrar. Advisors, program directors and the Registrar's representatives make every effort to assist students in satisfying course requirements in the desired time period, but it is ultimately the student's responsibility to meet all academic and financial requirements for the program of study.

Students are required to inform the University when their home address changes.

Adding/Dropping/Withdrawing from a Course

To add, drop, and withdraw from courses officially, a student must do so in Student Planning or by using an add/drop form in the Registrar's Office.

To add: A student may add courses only during the first week of a semester or during the first week of a seven-week term. Some programs require advisor approval prior to registration.

In order to drop or withdraw from a course, a student must take action. Notifying faculty or failing to attend class is not sufficient to drop or withdraw from a course. Deadlines for adding, dropping, and withdrawing classes are available on the published calendar.

To drop: Through the second week of a semester, or the equivalent time in other sessions, a student may drop a course online through Student Planning or by submitting a signed Add/Drop Form to the Registrar's Office. Courses that are dropped will have charges removed, and there will be no grade on the student's record.

To withdraw: After the drop period, a student may withdraw from a course by submitting a signed withdrawal form to the Office of the Registrar. A grade of "W" will be entered on the academic record of any student who withdraws from a course before the course has been completed. Courses carrying a grade of "W" receive no credit and are not counted in the grade-point average, even though they carry a financial obligation and do count towards the course repeat policy.

Students are advised to contact the Financial Aid Office to determine the impact of the drop or withdrawal on overall aid eligibility.

When a student drops or withdraws from a course, access to the course in Brightspace will be removed with immediate effect.

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

The ability to withdraw and receive refunds for programs vary based upon the established policies of these courses. Grades of "W" are taken into consideration in the calculation of Federal Title IV eligibility. They are also taken into consideration when determining if a student has made Satisfactory Academic Progress. Questions about financial aid and implications on adding, dropping, or withdrawing should be directed to the Office of Financial Aid.

The ability to withdraw and receive refunds for programs vary based upon the established policies of these courses.

Directed Study

Some departments offer a directed study course for students with demonstrated ability and special interests. This course is appropriate when a student has a specialized and compelling academic interest that cannot be pursued within the framework of the regular curriculum or a regular course. Graduate students need to have earned a minimum of 6 credits before attempting directed study.

Individualized Instruction

Individualized instruction is the teaching of a regular catalog course to a single student. Individualized instruction is offered only when the University has failed to offer a course according to schedule or with sufficient frequency **and** it is needed by a student for a critical reason (e.g., impending graduation or job). Both criteria must be met. Severe course conflicts and other student or faculty emergencies may be approved by the appropriate dean on a case-by-case basis as reasons for individualized instruction if no appropriate substitute course can be found.

Instructional Delivery of Accelerated Courses

Courses consist of at least 14 hours of instructional time for each credit awarded. Each accelerated course is seven weeks in length. Each week of instructional activity begins on Monday and ends the following Sunday at 11:59 p.m. Courses are delivered in the following formats in addition to on-ground classroom instruction:

Online – Online instruction occurs when the learner and the instructor are not in the same physical location, and the instruction is delivered through asynchronous and/or synchronous modalities via the Internet. Synchronous modalities allow individuals to interact online at the same time versus asynchronous modalities that allow individuals to log on at different times.

Blended – Blended instruction includes a combination of online (asynchronous and/or synchronous) delivery and on-ground classes (when the learner and the instructor are in the same physical location and meet in real time as scheduled). Online synchronous classes and on-ground classes are offered in real time as scheduled. Online delivery will not be greater than 49% of total class time.

Course Repeat Policy

- Graduate students may repeat courses in which they earned grades of "B -" or lower. Only two courses in the graduate program may be

repeated. The same course may be repeated only once, including withdrawn courses.

- Course Repeat Policy for School Nurse Certification Students: The minimum passing final grade for all graduate school nursing courses is a "B." Any student who receives a grade below a B must repeat the course.
- Course Repeat Policy for All Graduate Nursing Courses: The minimum passing final grade for all graduate school nursing courses is a "B." Any student who receives a grade below a "B" must repeat the course.
- A student who has received a grade of "F" in a required course cannot graduate unless this deficiency is corrected. The course must be repeated at Eastern.
- When a student repeats a course, only the higher grade is used in calculating the grade-point average, but both grades appear on the transcript.
- Credit is granted once for a repeated course, unless the course description specifically allows accrued credit.

Course Repeat Policy for Seminary Students

Seminary students may repeat any course in which they have received a C- or below. There is no limit on the number of times a course may be repeated.

Academic Appeals and Grievances

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 reviewed, 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 the UEPCC Committee 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)

If a student wishes to petition for an exception to an academic policy, the student shall petition the Dean of the College in writing using the Petition for Exception to Policy form (https://docs.google.com/forms/d/e/1FAIpQLSfoc5O3H06N7t6qFjPbU3X8ysWLxmPGKLgu9xCfE4xqtSg-eQ/viewform/) from the Registrar website. The request should include detailed reasons for the request, including all supporting documentation.

The Dean may, at his/her discretion, limit his/her review to the written items provided, seek a meeting (in person or teleconference) with the student, and/or draw on a the UEPCC Committee 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

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 the UEPCC Committee 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.

Policies and Procedures on Mediation, Correction, and Discipline for Seminary Students

Please see the Seminary's Seminary Handbook for information.

Grading System

Following are the grades and the quality points assigned to each.

Grades – Grade points per semester hour

Grade	Meaning
A+, A, A-	Excellent 4.0, 4.0, 3.7
B+, B, B-	Good 3.3, 3.0, 2.7
C+, C, C-	Fair 2.3, 2.0, 1.7
F	No Credit/Fail 0
I	Incomplete 0
P	Pass
W	Withdrawn
WF	Withdrawn Failing 0
AU	Audit
NC	No credit (carries no academic penalty)

Credit/No Credit Grades (Seminary Students)

1. To receive credit (CR):
   - a student must complete the basic course requirements within the allotted time, including attendance, participation in class and assignments, and
   - the quality of the work must be congruent with graduate work standards, given the criteria specified for the course.
2. Receipt of no credit (NC), indicates that:
   - the student has failed to complete the course requirements as outlined above and/or
   - quality of work is not congruent with graduate work standards listed above.

Unless the course syllabus states otherwise, any non-required elective may be taken credit/no credit if requested by the student during the first class period. A grade must be given for any course taken as a required core course or as a required area elective.

GPA

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

Incomplete

The grade "I" is given when a student fails to complete course requirements because of extreme and unforeseen extenuating circumstances that may have affected academic performance. The "I" must be approved by the professor teaching the course. 75% of the course should be complete before an "I" grade should be considered. 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/registrar (http://www.eastern.edu/registrar/), should be completed and submitted, 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.

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

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

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.

Requests for Incomplete Grade/ Extensions for Seminary Students

The completion and submission of course work in accordance with the course syllabus is an important measure of dependability and ability to plan ahead, both of which are qualities important in ministry. The Seminary's policy on the awarding of incomplete grades/extensions for coursework is found in the Seminary's Student Handbook.

Grade Change Policy

A grade awarded other than an "I" is final. Final grades will be changed when a clerical or computational error has been determined. If the student believes there is an error, the student must report the alleged error in writing to the professor as soon as possible. If a grade change is warranted, the instructor must submit a change of grade request to the Registrar.

Grade/Evaluation Action Appeals Policy

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

Grade/Evaluation Action Appeals Policy for Seminary Students

If a student has questions about a grade or wishes to contest a grade, she or he must first consult the professor who assigned the grade. If the student still has questions, she or he may report this to the Dean who will mediate if appropriate. The formal grievance procedure is not appropriate for appealing grades.

Procedure

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

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

Step 1: As stated above, the student should communicate with the instructor for an explanation of the grade or evaluative action.[1] On rare occasions, a student and instructor fail to resolve the grade or evaluative action appeal through these informal measures, and in these cases, the student may then proceed to step 2. However, the formal appeal in Step 2 must begin within four weeks of the beginning of the following semester.[2]

Step 2: A student may initiate a formal appeal by completing the Grade/ Evaluative Action Appeals Form (https://www.eastern.edu/sites/default/files/inline-files/Grade_Appeal_Form.pdf) (Appeals Form) and submitting it to the course instructor. The Appeals Form must be submitted within four weeks of the beginning of the semester immediately following the semester 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.[3]

Step 3: If the student is still not satisfied with the resolution, the student must make a written 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 the 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.[4]

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[1] request to the program Dean to submit the Appeal Form and accompanying documentation to the UEPCC 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 UEPCC Committee. The student's written request will be reviewed by the UEPCC Committee meeting. If deemed necessary, the UEPCC Committee may ask the student and/or instructor to present their case and will consider the recommendations from Steps 2, 3 and 4. The UEPCC Committee will then decide the merits of the case. The decision of the UEPCC Committee will be final.

1 May be satisfied by use of the eastern.edu email account and becomes a part of the appeals documentation.
2 Semester refers to the period of time in which the course is instructed and evaluated.
3 If the faculty member involved in the appeal is the departmental chair/ program director, the student should go immediately to Step 4.
4 If the faculty member involved in the appeal is the program Dean, the student should go immediately to Step 5.

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

Final Grade Reports

At the end of each semester or other session, students may access their academic records in Student Planning which can be accessed through the MyEastern portal at eastern.edu (http://www.eastern.edu).

Satisfactory Academic Progress

Graduate students other than Seminary students must achieve a minimum 3.0 cumulative GPA once 12 credits are earned. 2.75 GPA is acceptable for less than 12 credits. Specific programs may enforce additional policies based on external accreditation and professional standards for satisfactory academic progress.

Probation for Seminary Students

The Seminary's Review and Guidance Committee considers students' academic, personal and relational growth important. When a student experiences serious difficulties in any of these areas, he/she may be placed on probation.

Any one of the following circumstances will result in a student being placed on probation:

- the student fails one or more courses in a semester or term
- the student's cumulative Grade Point Average (GPA) is less than 2.0
- the student's semester GPA is less than 2.0
- there are serious problems observed in moving toward readiness for ministry

See further details regarding conditions that may trigger probationary status, as well as the conditions typically imposed upon students on probation, in the Seminary's Student Handbook.

Academic Probation

Students who fail to achieve the required grade-point average for their level of credits will be placed on Academic Probation. The Registrar will record the probation at the end of the semester/session and students will have 180 days in which to return to good academic standing. Students with two or more incomplete grades may be placed on probation when normal progress toward graduation is in jeopardy.

The student's academic program handbook may announce more stringent standards for satisfactory academic progress, especially as they apply to program accreditation. Graduate students in Counseling Psychology and Education programs who are placed on Academic Probation will be limited to two courses of any kind (graduate or undergraduate), or a maximum of 6 credit hours, until they return to good

academic standing. Students enrolled in the Master of Data Science and/or MBA programs are limited to one course per 7-week block, for a total of two courses in one semester.

Academic Amnesty Policy for Graduate Programs

There may be occasions when a student is academically unsuccessful in completing a specific degree program but is able to achieve higher academic performance in another degree program within Eastern University. Given the policy requiring a GPA of 3.0 to complete a graduate degree, a low GPA resulting from coursework in one program will hinder the student in attempting to change from that program to another degree. A policy of academic amnesty addresses that challenge.

Under an academic amnesty policy, any grades a student has received in courses taken specific to and required by an initial degree program will not be considered in the calculation of that student's GPA or assessment of academic progress if the student changes to another degree program.

The following conditions apply to the application of the policy:

1. The student must be changing from one graduate degree program to another graduate degree program within Eastern University.
2. Students are only eligible for one application of academic amnesty for the duration of their time at Eastern University.
3. Grades in courses from the previous degree program will be excluded from the calculation of GPA and the assessment of academic progress for the new degree program, but will remain on the student's transcript.
4. This policy will not apply to courses that are shared in any way between the two programs.
5. Grades from the previous degree program would still be considered in financial aid academic progress determinations.
6. If a student is changing from a dual degree to a single degree, this policy will only apply to grades in courses for the degree that is dropped.

Process for requesting Academic Amnesty:

1. The student will work with their advisor to file a Petition for Academic Amnesty while also completing a Change of Degree form.
2. The petition will be reviewed for approval by the Deans of the colleges in which the initial and new degree programs are housed, and will then be forwarded to the Provost for final review.
3. Petitions will be forwarded to the Registrar, who will notify the student of the outcome of the petition.

University Handbook

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.

Handbook for Seminary Students

All students are responsible to read, understand, and abide by the Seminary Student Handbook (https://www.palmerseminary.edu/student-life/office-registrar (https://www.palmerseminary.edu/student-life/office-registrar/)). Students are responsible for these regulations and others announced to the student body.

Dismissal

Students may be dismissed from Eastern for failure to maintain the required cumulative grade-point averages, for ethical misconduct, or for failure to complete graduate degree requirements within the allowed period of seven years. There is no provision for re-admission following dismissal for ethical or academic reasons once the appeal process has been exhausted.

The Dean makes dismissal decisions when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation. The Dean will consider more stringent standards for satisfactory academic progress announced in the handbook of a student's academic program, especially as they apply to program accreditation.

Students receiving one or more failing grades in a session or semester will have their cases reviewed. The dean has the option to require immediate withdrawal regardless of prior academic performance when there is little or no likelihood of success following two or more failing grades.

Also, a violation of integrity and honesty is a serious offense, considered sufficient basis to terminate enrollment.

Students who receive VA benefits will be dismissed because of any of the circumstances listed above.

Academic Dismissal Appeal Procedure

A student may appeal a dismissal decision to the UEPCC Committee by submitting the Student Appeal Form (https://docs.google.com/forms/d/e/1FAIpQLScGtqlko2MloQV88OGc-PcOSebxYxshC9xZ5snr030QYWWACA/viewform/?usp=header), including an extenuating circumstances that affected his/her academic performance. The documentation should:

1. explain and document perceived irregularities in the application of the academic dismissal policies and procedures, which had the effect of rendering the dismissal decision arbitrary or capricious,
2. present new information which was not available at the time of the dismissal, and/or
3. explain extreme and unforeseen extenuating circumstances that may have affected academic performance.

In the documentation submitted, the student should propose plans to address previous difficulties to ensure future success. All supporting documentation should be included or attached in the form.

Appeal letters must be received within two weeks of receipt of notification of dismissal. Letters should be sent to the University Registrar, who will forward them to the chairperson of the UEPCC Committee. The Dismissal Appeal form will automatically route to the UEPCC Committee, UEPCC Chairperson, and the Registrar. The decision of the UEPCC Committee is final.

Financial Clearance

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

A nontraditional accelerated student may take up to 7 credits in each 7 week term, or 3 credits per 7 week term if on probation. Graduate students may take up to 6 credits in each 7 week term, or 3 credits per 7 week term if on probation.

Dates on Diploma

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

Declaration of Intent to Graduate

It is the responsibility of the student to notify the Office of the Registrar of his/her intention to graduate by completing an Application for Graduation. Applications for graduation must be filed by using Self Service through the MyEastern portal. The Application for Graduation should be submitted upon enrollment in the student's final class required for degree, but no later than the following

Degree Conferral Date	Application for Graduation Due Date
March 31st	February 1st
May 31st	March 1st
July 31st	June 1st
August 31st	July 1st
October 31st	September 1st
December 31st	November 1st

Students whose plans for graduation change, whether they intend to graduate earlier or later than previously anticipated, must inform the Office of the Registrar. The Graduation Fee is added to the student's account upon submission of the Application for Graduation. The Graduation Fee is charged regardless of whether the student chooses to participate in the Commencement Ceremony.

Participation in Commencement Ceremonies

A Commencement Ceremony is held at the close of the Spring semester to recognize students who have graduated in the previous academic year, or who are expecting to complete degree requirements in the Spring term. Students who are expecting to complete degree requirements in the summer following the commencement ceremony, can petition to participate early in the commencement ceremony, provided students submit necessary documentation showing enrollment in all coursework that will complete degree requirements. Petitions to participate and all appropriate enrollment documentation must be submitted no later than March 1st. Participation in the commencement ceremony is optional.

Graduation Honors

Graduation honors (i.e. Cum Laude, Magna Cum Laude, etc.) are only bestowed upon student's in bachelor degree programs.

Transfer of Credit (Seminary Students)

Credit will be granted for work done at other theological schools accredited by the Association of Theological Schools (ATS), or cognate graduate programs approved by an accrediting body recognized by the United States Department of Education (DOE), provided that:

1. The student has had an official transcript sent to the Registrar's Office (if it is not already on file), and notified the Registrar's Office of the request.
2. The transfer credit requested should have been completed within ten years' time prior to the student's date of matriculation at Palmer Seminary.
3. The work for which credit is requested is appropriate for the degree program being pursued at Palmer Seminary and for the course for which credit is granted.
4. A grade of 2.0 (C) or better was earned in the course. If the transfer credits are to be considered for core courses, a grade of 3.0 (B) or better would be required.
5. The Dean and the Registrar's Office determine the request is appropriate, based upon the nature of the course work. An instructor in the relevant discipline will be consulted as needed. Further supporting materials such as a course description and/or course syllabus may be requested of the student if these are required to make a more fully informed decision regarding transfer of coursework.

Taking Coursework at Other Institutions for Seminary Students

Students are permitted to pursue coursework at other institutions which may be applied toward their degree at Palmer. Coursework pursued in this manner may only be:

1. denominational coursework,
2. "free' elective coursework for M.Div. students, or
3. required MTS concentration elective coursework.

Completing core required coursework at another institution is generally not permitted and is determined on a case by case basis. Contact the Registrar's office if you have questions.

Advanced Standing (Seminary Students)

Credit for advanced standing may be granted under the following conditions:

1. Advanced standing may be granted for both core and elective courses, provided the subject matter is appropriate to the M.Div. or M.T.S. programs.
2. Entering students wishing to be admitted with advanced standing for undergraduate work must pass written and oral exams prior to the commencement of their classes at the Seminary.
3. Entering students must apply no later than August 1 for Fall semester or December 1 for Spring semester to take advanced standing exams.
4. The Dean and a professor in the relevant area will screen applications.

5. All exams, written and oral, will be administered at the Seminary during the week before on-site orientation in the Fall semester and in late December for the Spring semesters.
6. The Dean's Office will schedule all written exams, notifying students of the date, time, and room in which exams will be administered. All written exams in any given subject area will be administered at the same time.
7. Written exams will be evaluated by appropriate Seminary professors, who will then schedule oral exams with each student.
8. All exams, written and oral, must be evaluated by the end of Fall or Spring orientation week and results reported to the Dean's Office.
9. Standards of evaluation will be coordinated within departments, using area competencies as guidelines.
10. Adjunct professors will be involved as needed.
11. Students will be charged $40.00 per exam taken, regardless of whether or not advanced standing is awarded.
12. Students in the M.Div. degree program may receive up to 15 credit hours of advanced standing and M.T.S. students may receive up to 9 credit hours.

Waivers of Required Courses (Seminary Students)

When a student has taken undergraduate coursework comparable to a required Seminary course, permission to waive such a course may be granted. The process for requesting waivers is outlined in the Student Handbook. Academic credit is not awarded for waived courses; students must complete other coursework (usually a higher level offering in the area of the waived course) to earn the number of credit hours required for their degree.

Seminary Writing Course

INTG 510 A Guide to Seminary Writing is a three-credit course required of all master's students unless they test out of it during the orientation period.

1. Students must complete this course within the first two semesters of enrollment at the Seminary. It may also be a condition of a student's acceptance into a degree program at Palmer that they complete this course during their first semester of coursework.
2. This course must be successfully completed in order to meet graduation requirements for both the M.Div. and M.T.S. degrees.

Independent Studies for Seminary Students

Independent Study/Reading courses are generally considered only for summative MTS coursework or in extenuating circumstances, and are negotiated with individual professors. Special request forms for this purpose are available online at the Seminary website and must be approved by the Academic Dean. Normally, only students who have a 3.0 (B) average or better and have completed at least 24 credit hours (M.Div./M.T.S.) are permitted to pursue an Independent Study; students on probation are normally not permitted to engage in an Independent Study. Core required coursework is typically not permitted to be pursued on an Independent Study basis. The process and all requirements for engaging in an Independent Study are outlined in the Seminary's Student Handbook.

Instructional Delivery of Seminary Intensive Courses

Intensive courses are structured differently than semester courses and are offered Summer terms, as well as through the West Virginia program. Pre-class and after-class assignments are required in all intensive courses. The proportion of pre- and after-class assignments is approximately 1/3 and 2/3 respectively. For more information on Intensive courses consult the Seminary's Student Handbook.

Course Repeat Policy for Seminary Students

Seminary students may repeat any course in which they have received a C- or below. There is no limit on the number of times a course may be repeated.

Academic Integrity Policy and Procedure

Eastern University desires for members of its community to strive for original thought in pursuits of academic inquiry. We further believe that each individual has been made in the image of God and possesses a unique vantage point on aspects of faith, reason and justice. As such, assigned coursework should provide an opportunity for that perspective to be expressed. To that end, the university policy on academic integrity aims to ensure academic integrity, promote learning, and maintain fairness in the evaluation process.

I. EXPECTATIONS

A. Expectations for Faculty

All Eastern University instructors commit to educating students on the university standards regarding academic integrity. To that end, faculty are required to do the following:

- Affirm academic integrity as a core institutional value.
- Include links to the academic integrity policy in their syllabus and the university's LMS.
- In courses requiring documentation, define the preferred documentation style for the course (MLA, APA, Chicago Style, etc.)
- Provide students with their preferred resource for documentation guidelines, along with any adaptations of those guidelines in written form.
- Communicate their role as a guide and mentor, explaining how to ask questions regarding academic coursework and academic integrity proactively.
- Provide information about Eastern University's Writing Center support
- Articulate and model acceptable or unacceptable use (see table below) of generative software (e.g. large-language model AI) for the course as a whole and/or for individual assignments, presentations and assessments.

B. Expectations for Students

Eastern University students are expected to complete all academic work as individuals unless otherwise specified in assignment, presentation or assessment guidelines. To that end, students are required to do the following:

- Present work such as but not limited to words, pictures, ideas, data, and artwork that are one's own in written, audio and/or visual form.
- When incorporating work that is not one's own in written, audio and/or visual form, document those sources appropriately, following the citation guidelines provided.
    - Direct language taken from an outside source must be enclosed in quotation marks and cited properly. To omit quotation marks for a phrase that is taken word-for-word from a source is plagiarism.
    - Ideas taken from an outside source must be paraphrased and cited properly. To paraphrase without citing is plagiarism.
- Assume that all tests, assignments, presentations and in-class work are meant to be completed by the individual without collaboration unless otherwise specified by the instructor.
    - To complete an individual test, assignment, presentation or in-class work in a group or to have someone else complete the test, assignment, presentation or in-class work on the student's behalf is plagiarism.
    - To borrow all or part of another individual's work on the same test, assignment, presentation or in-class work is also a form of academic dishonesty.
- Submit new work to one's instructor. Assignments, presentations or assessments that were completed for another class are not accepted unless explicit knowledge and consent of the instructor is given.
- Ensure that one's own work is not improperly used by others by not sharing assignments, presentations, or assessments to students enrolled in different sections of the course.

II. GUIDELINES FOR AI INTEGRATION

Generative Artificial Intelligence is an emerging technology that more closely approximates human reasoning through engaging in a variety of tasks. While AI has the power to innovate research and analysis, it also has the potential to serve as a shortcut to human reasoning. Therefore, it is important for faculty and students to work collaboratively in learning how to use AI ethically and effectively. Eastern University is committed to teaching students how to pursue understanding and excellence in and beyond their studies with the recognition that AI technology is highly integrated into their daily environments. Towards this end, Eastern University seeks to provide students with an understanding of emerging technologies and opportunities to embrace their ethical and professional uses.

Acceptable AI usage will be determined by the course instructor. Classes that incorporate AI into learning will specify how AI can be used through syllabi and assignment guidelines. Students are expected to follow the AI guidelines as articulated by the instructor.

In some courses where concepts, theories and application are first introduced, AI usage may be less encouraged and/or outright forbidden. This is to encourage students to build a foundation of original thinking before deepening that thinking with artificial intelligence tools. However, in other courses and/or disciplines where AI is deemed an essential tool, students can expect clear guidelines on how to initiate AI usage, validate its findings, integrate it into their own thinking, and attribute sources.

Instructors are encouraged to use the following designations on assignments, presentations and assessments:

A. AI Integration Chart

The use of AI tools to aid in content creation should be within the bounds permitted by the instructor, and must be used only to supplement, and not replace, the student's own knowledge, understanding, and effort.

These descriptions are not meant to be comprehensive. Students should consult assignment directions, the course syllabus, presentation or assessment guidelines for more detailed guidance on AI usage in each context.

B. Evidence of Student Authorship and Original Work

To support academic integrity and demonstrate original authorship, students are strongly encouraged to retain documentation of their work process, particularly for written assignments such as essays. This documentation may include:

- Multiple drafts of the assignment
- Document version history (e.g., from Google Docs; see item C)
- Handwritten notes, outlines, or concept sketches
- Authorship verification reports from approved tools (e.g., Grammarly Authorship)
- Copies of conversations with AI
- Other instructor-approved forms of evidence

Maintaining such evidence serves both to demonstrate student authorship and compliance with AI instructor guidelines. Students may be asked to provide this documentation upon request by the instructor and are encouraged to make this a regular part of their professional and academic practice.

C. Student Submissions & Use of Google Docs and Version History

Students are strongly encouraged to use Google Docs instead of Microsoft Word or Mac Pages for written assignments. Google Docs automatically keeps a version history of a document's edits, which can serve as proof of student authorship. This feature is not easily supported in Microsoft Word or available in Mac Pages, and for this reason, their use is discouraged. An instructor may request the version history of any submitted assignment.

Instructors reserve the right to not grade an assignment they suspect of violating their AI direction until a resolution between the student and instructor can be reached.

III. VIOLATIONS OF ACADEMIC INTEGRITY

Academic Integrity is vital to any university community. The Eastern University student is expected to live a life of honesty and integrity consistent with the demands of Christian discipleship. Therefore, dishonesty is regarded by Eastern University as an egregious violation of both the academic and spiritual principles of this community. "According to the Scriptures, followers of Jesus Christ will…be people of integrity whose word can be fully trusted (Psalm 15:4; Matt. 5:33-37)."

A. Tiers of Academic Dishonesty

Eastern University situates incidents of academic dishonesty within three tiers with varying levels of intentionality and corresponding consequences.

1. **Tier One Offenses may include the following:**
2. misuse of paraphrasing
3. citation errors
4. recycling old work
5. other non-malicious errors

This tier should be viewed as rehabilitative and educative.

1. **Tier Two Offenses may include the following:**
2. a student's second minor offense, of the same or differing nature from the first
3. plagiarism, particularly in one or more small portions of an assignment
4. cheating on an exam; including utilizing notes, study aids, or another's work, internet resources, or generative AI when sitting for online or in-person examinations or quizzes, unless otherwise directed by the instructor
5. assisting or contributing to academic dishonesty through helping or attempting to help others commit an act of academic dishonesty.

This tier should be viewed as rehabilitative and educative.

1. **Tier Three Offenses may include the following:**
2. paying someone to complete an assignment or assessment
3. copying the majority of an assignment, presentation or assessment from an outside source
4. submitting an assignment, presentation or assessment that was largely completed by someone else
5. fabricating or falsifying data, evidence, statistics, or material to augment one's original research or idea.

B. Academic Penalties for Academic Dishonesty

A student who commits an act of academic dishonesty will receive disciplinary sanctions, which may include educational initiatives, failure of the assignment, failure of the course, or separation from the University (see D5 below). Given the serious consequences of academic dishonesty, the student is encouraged to discuss any course-related difficulties openly with the appropriate instructor instead of resorting to dishonest conduct.

C. Adjudicating Academic Dishonesty

1. General Process: All cases of academic dishonesty will be reviewed and adjudicated by the instructor. The instructor will submit the Academic Dishonesty Form. Academic dishonesty constitutes a violation of both the academic and spiritual principles of the University community. This report will be sent to the Academic Deans and/or the Office of the Provost, who will interface with the Office for Student Development as needed. As such, disciplinary action may occur at both the course and University level.

1. Note: The Provost and Academic Deans have the discretion to modify the following procedures at any time during a specific investigation or adjudication, as circumstances warrant. Nothing contained in these procedures is intended to create, or be interpreted as creating, any contractual rights on the part of any student.

D. Procedure for Adjudicating Academic Dishonesty

When the academic integrity policy is violated, according to the definition adopted by the faculty and any additional definition(s) the instructor has published to their students, the instructor should follow these steps:

1. Discuss: Communicate with the student about the instance of academic dishonesty. In this communication, faculty may want to inquire about the writing process and/or key content elements of the assignment. Faculty may want to ask students to provide access to the document history.
2. Gather evidence: Instructors should prepare a summary of their conversation with the student.

1. Fill out: The instructor will complete the Preliminary Academic Integrity Form (https://docs.google.com/forms/d/e/1FAIpQLSf2c7DMpFaE3NwExUzeTuEPkhJl0lNzu2o3xI_PwJCuC1qBoQ/viewform/?usp=sf_link).

1. Notification: The instructor will receive an automatic email letting them know whether or not this was the student's first offense, along with a link to the Academic

Integrity Report Form (https://docs.google.com/forms/d/e/1FAIpQLSfel-8l0wVmGcMZ4d8KvucxKnEUCJgu2NEYD_UXt25so9_gYg/viewform/?usp=sf_link). (This automatic email will include how many times the student has been reported for academic dishonesty, and the number is inclusive of the instructor's report, e.g. when an instructor reports a student's first offense, they will receive an email saying that the student has been reported (1) time.)

1. Fill Out: The instructor will complete the Academic Integrity Report Form (https://docs.google.com/forms/d/e/1FAIpQLSfel-8l0wVmGcMZ4d8KvucxKnEUCJgu2NEYD_UXt25so9_gYg/viewform/?usp=sf_link), in which they will choose one of the following penalties according to their assessment of the severity of the infraction and any extenuating circumstances:
2. Assign a grade of F or zero on the paper, project or examination but allow resubmission, resulting in a maximum grade of C. (Recommended for TIER ONE OFFENSES)
3. Required referral to the Director of the Writing Center (or their designee), for additional education on academic integrity (Recommended for TIER ONE and TIER TWO OFFENSES)
4. Assign a grade of F or zero on the paper, project or examination without the opportunity for resubmission. (Recommended for TIER TWO OFFENSES)
5. Assign a grade of F in the course. (Recommended for TIER THREE OFFENSES)

Note: In all cases, the instructor will submit evidence of academic dishonesty through

the Academic Integrity Report Form (https://docs.google.com/forms/d/e/1FAIpQLSfel-8l0wVmGcMZ4d8KvucxKnEUCJgu2NEYD_UXt25so9_gYg/viewform/?usp=sf_link). The instructor is responsible for all communication

with the student. This includes the preliminary conversation and the delivery of academic

consequences.

E. Appeals Procedure

Students may appeal the allegation of academic dishonesty and their grade through the University procedure for resolving grade disputes (https://www.eastern.edu/sites/default/files/inline-files/Grade_Appeal_Form.pdf).

F. Student Rights

- The right to choose whether to respond to faculty communication and/or meeting request(s) regarding the allegation, with the understanding that findings and sanctions may be imposed with or without participation.
- The right to notice of the allegation that a violation of the Academic Integrity Policy has taken place.
- The right to notification of meeting opportunities with the instructor related to the complaint and of the prompt timeframes anticipated for major stages of the complaint process.
- The right to notice of the factual allegations that form the basis of the complaint.
- The right to a prompt and impartial response and resolution of complaints.
- The right to have the University or the Complainant bear the burden of proof by a preponderance of the evidence.
- The right to present relevant statements, materials, and witnesses during the conduct review proceedings in communication and/or meeting with the instructor.
- The right to review all written statements and materials related to the allegation.
- The right to notification of any finding of responsibility.
- The right to be free from retaliation for participating in the University's investigation and fact-finding process.
- The right to appeal, consistent with the provisions outlined within this policy and the Student Code of Conduct.

Admission

Admission to Graduate Programs

To be admitted to any graduate program, the applicant must meet the following academic criteria:

- Possess a bachelor's degree in any field from an institutionally accredited college or university. If the bachelor's degree was earned outside the United States, the program of study must be equivalent to a four-year U.S. baccalaureate degree program.
- Have an overall undergraduate grade-point average of at least a 2.5 (professional/state requirements may require a higher standard for specific graduate programs).
- Obtain acceptable scores on admission or professional tests, if required by the specific graduate program.
- Ability to appropriately use contemporary technology tools for communication and online learning as indicated by the signed Disclosure of Online Learning Expectations form.
- Specific programs may require interviews, essays, letters of recommendation, or other supplementary information prior to making admissions decisions. Undergraduate foundation courses may be required for graduate students who do not have adequate preparation to benefit from the graduate courses offered.

Note: *Admission of F-1 students is based on the decision of the academic department.*

For applicants who studied in educational systems outside the United States

- Official course-by-course evaluation completed for any international college courses taken. Evaluations are accepted from any member

of the National Association of Credential Evaluation Services (NACES) organization. Discounted evaluations can be requested through SpanTran by submitting an Evaluation Request Form (https://spanside.my.salesforce-sites.com/SpantranApplication/?Id=d2125d66-1562-47c7-8444-c0d15ca6c25f).

For applicants whose language of instruction was not English

- Minimum test of English as a Foreign Language (TOEFL) score of 79 (internet-based) or 213 (computer- based), minimum international English language testing system (IELTS) score of 6.5, or minimum Duolingo score of 100.

Admission to Eastern University is not automatic; that is, some applicants who meet or surpass minimum requirements may be denied acceptance. Each Eastern program reserves the right to accept or reject any applicant for reasons the University determines to be material to the applicant's qualification to pursue a degree. For example, a violation of integrity and honesty in the application process is a serious offense, considered to be sufficient basis to deny admission.

Readmission Policies

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 Registrar's Office. The Application for Readmission form with instructions is provided on the Registrar's web page www.eastern.edu/registrar (http://www.eastern.edu/registrar/). A completed application form must be submitted to the Registrar's Office (registrar@eastern.edu) 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 by the Registrar's Office to the applicant by electronic mail.

Readmission after an absence of more than five years or a request to change programs of study:

Students who have not returned to Eastern within the period of five years or who plan to make significant changes in their programs of study, such as a change of degree objective or major, must apply through the Admissions Office. The online application is provided on Eastern's web site admissions.eastern.edu (https://www.eastern.edu/admissions/). 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. 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.

Admissions Statuses and Definitions

Full Acceptance – The candidate provided all required credentials and fully meets the standards for admission.

Conditional Acceptance – The candidate provided all required credentials and fully meets the standards for admission once the baccalaureate degree is awarded or once a final official transcript is received by the Admissions Office. A final official transcript will be provided after the degree conferral date.

Provisional Acceptance – The candidate provided essential credentials and does not fully meet all standards for admission. A provisional acceptance allows the candidate to enroll in up to two courses in one semester to demonstrate an ability to be successful in graduate-level study and achieve the minimum grade-point average required by the program. Financial aid is not available to any student enrolled during the provisional status.

Student Classifications And Definitions

Enrolled Student – A student is enrolled as of the first date of the semester, term or academic session if all admissions requirements have been met, a deposit and registration and properly submitted, and arrangements for the payment of tuition and fees have been approved by the Student Accounts Office. The University reserves the right to cancel a student's registration if admission or payment processes are not complete by the end of the full refund period.

Matriculated Student – An enrolled student becomes matriculated when accepted into a degree program.

Degree Student – A degree student is one who plans to pursue a degree and who has been formally admitted for advanced studies in a particular program.

Provisional Student – Provisional admission is a temporary classification in which an applicant may remain for a period of either one semester or up to two 7-week terms. If the deficiencies that caused the provisional admission are not corrected by the end of the period, the student may be dropped from the program. Note: Financial Aid is not available. Graduate Counseling Psychology and Education students are limited to six credits in this classification.

Non-degree Student – A non-degree student is one who meets all requirements for admission to a specific graduate program, but who does not intend to work for an advanced degree at this institution. This classification includes students who plan to transfer credits to another institution, students studying for personal enrichment, and those who plan special programs of study not connected with a specific department and not leading to an advanced degree. Students must complete and submit an application and proof of graduation in the form of a final transcript from an accredited undergraduate program prior to beginning course work. Courses with prerequisites may be taken only if the prerequisites have been met. A non-degree student wishing to take more than 18 graduate credits must apply through the Graduate Admissions Office to become a degree candidate in a specific program of study.

Certificate or Certification Student – A certificate student is one who is engaged in a program of study leading to a certificate or equivalent recognition of accomplishment rather than a graduate degree program. Candidates for certification must submit the same credentials as degree applicants (or whatever is required by that specific program) and be

accepted before they can proceed with a program that will make them eligible for certification.

Note: *External agencies have authority to impose new standards for certification before a student's program of study is completed.*

Introduction

- Accreditation and Memberships (p. 46)
- Doctrinal Statement (p. 47)
- Eastern University's Core Values (p. 48)
- History of the University (p. 48)
- President's Greeting (p. 48)
- Welcome and Mission Statement (p. 49)

Accreditation and Memberships

Eastern University is accredited by the

Middle States Commission on Higher Education (MSCHE)
1007 North Orange St.
4th Floor, M.B. #166
Wilmington, DE 19801

(267.284.5000)
www.msche.org (http://www.msche.org)

Institutional Accreditation

Middle States Commission on Higher Education (MSCHE) (http://www.msche.org/)
Eastern University is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) www.msche.org (http://www.msche.org/). Eastern University's accreditation status is Accreditation Reaffirmed. The Commission's most recent action on the institution's accreditation status on June 22, 2023, was to reaffirm accreditation. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education.

As a professional school, the Seminary is accredited by the

Commission on Accrediting of the Association of Theological Schools
10 Summit Park Drive
Pittsburgh, PA 15275-1110
412-788-6505

The following degree programs are approved by the Commission on Accrediting: the Master of Practical Theology, the Master of Theological Studies, the Master of Divinity, and the Doctor of Ministry.

The Seminary is also approved by the United Methodist Church for the training of United Methodist ministerial candidates and is a member of the Association for Clinical Pastoral Education.

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
655 K Street NW, Suite 750

Washington, DC 20036

(202.887.6791)

https://www.aacnnursing.org/ccne-accreditation

Eastern University's Bachelor of Science in Biochemistry degree program is accredited by the American Society of Biochemistry and Molecular Biology.

6120 Executive Blvd., Suite 400

Rockville, MD 20852

(240.283.6600) https://www.asbmb.org/

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, Master of Social Work
  Council on Social Work Education (CSWE)
  333 John Carlyle Street, Suite 400
  Alexandria, VA 22314
  (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 superintendents at the educational administration level are recognized by:

The Pennsylvania Department of Education
Forum Building

607 South Drive
Harrisburg, PA 17120
(717.783.6788)

www.education.pa.gov/

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.

Eastern University's MED in School Counseling and M.A in Clinical Counseling programs are accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of August, 2014 through August, 2025. MPCAC is a member of the Association of Specialized and Professional Accreditors:

Masters in Psychology and Counseling Accreditation Council (MPCAC)
595 New Loudon Road #265
Latham, New York 12110
(518) 764-7581
www.mpcacaccreditation.org (http://www.mpcacaccreditation.org)

Eastern University's College of Business and Leadership is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

ACBSP is a specialized global business accreditation body following the Baldridge model focused on teaching excellence, student outcomes, and continuous improvement. ACBSP evaluates business programs in areas of leadership, strategic planning, stakeholder relationships, quality of academic programs, faculty credentials, and quality improvement.

ACBSP
8101 College Blvd., #100
Overland Park, KS 66210
https://acbsp.org/

Commission on Collegiate Nursing Education - The baccalaureate and master's degree programs in nursing at the Eastern University School of Nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202.887.6791. **(this appears to be a duplicate to what is above)**

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 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:

- Institutional Classification: Professions-focused Undergraduate/ Graduate-Master's Large/Medium
- Student Access and Earnings Classification: Higher Access, Medium Earnings

It is approved for Veterans' Education and a participant in the Yellow Ribbon Program.

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

Please check our website for the most up-to-date information regarding accreditation and authorizations:

https://www.eastern.edu/about/accreditations-and-authorizations (https://www.eastern.edu/about/accreditations-and-authorizations/)

Doctrinal Statement

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, or faculty member 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.

Eastern University's Core Values

University Mission Statement

Eastern University is a diverse, Christ-centered community preparing graduates to impact the world through faith, reason, and justice.

Vision

As a community, Eastern University will Listen. Love. Learn. Lead.

Eastern University's Core Values

E - Excellence

We strive to achieve the highest standards in serving our community through distinctive academic experiences, student services, and community life.

A - Authenticity

We live with integrity and honesty, upholding the highest ethical standards as we seek to honor God with our lives, relationships, and work.

S - Stewardship

We treat our resources as gifts God has entrusted to us, including our earth, environment, facilities, and finances.

T - Thoughtfulness

Inspired by our commitment to truth, we think deeply, holistically, and critically about the world God has given us, benefiting from the insights offered by each individual in our rich learning community.

E - Enthusiasm

Anchored by our hope and joy in Christ, we approach each situation with optimism, working toward favorable outcomes, and celebrating our successes.

R- Relationships

With an attitude of humility and kindness, we honor and respect the dignity of each individual, promoting community, working to bring reconciliation to broken relationships, and championing diversity, equity, and belonging.

N - iNnovation

Promoting accessibility and affordability, we seek new and more effective approaches to education, exercising creativity to chart inventive paths forward into the future.

History of the University

Institutional History

Eastern University's story began on March 19, 1925, when six Baptist ministers gathered at 1701 Chestnut Street in Philadelphia to pursue a shared vision of a Christ-centered academic institution. With a $26 donation laid at the center of the table and a spirit of bold conviction, they established Eastern Baptist Theological Seminary (EBTS), an institution committed to theological education that was both "conservative, yet progressive."

The seminary grew rapidly, adding faculty and facilities, and in 1940 moved to Wynnewood, PA. As EBTS expanded, it also recognized a need for broader academic preparation. In 1952, Eastern Baptist College (EBC) was established as a separate institution to provide a four-year liberal arts education grounded in faith. The college moved to the former Walton estate in St. Davids, PA, offering students a holistic experience of academic excellence, spiritual formation, and community life.

In 1972, the college was renamed Eastern College, reflecting its broadened identity while maintaining its Baptist heritage. A growing demand for advanced education led to the launch of graduate programs in the 1980s, including its first MBA program. With this momentum, Eastern achieved university status in December 2001. In 2003, the university re-integrated with its founding seminary, which was renamed Palmer Theological Seminary in 2005 in honor of Dr. Gordon Palmer, a transformative leader and president in the seminary's history.

Today, Eastern University encompasses multiple schools and colleges, including the College of Arts and Humanities, College of Business and Leadership, College of Education and Behavioral Sciences, College of Health and Sciences, Templeton Honors College, Esperanza College, and Palmer Theological Seminary. Through over a century of growth and change, Eastern has remained steadfast in its mission: to prepare graduates to impact the world through faith, reason, and justice.

President's Greeting

Congratulations on your decision to attend Eastern University. EU is a vibrant and compassionate Christian academic community committed to faith, reason, and justice in service to God and the world. Having been at Eastern since 1992 serving as a faculty member, department chair, and division executive director, I am honored to serve as the 10th President of Eastern University.

Jesus states that we should love God with all of our heart, all of our soul, all of our mind, and all of our strength. Our outstanding faculty demonstrates that kind of holistic engagement that leads to the second commandment to love our neighbors, even our enemies, as ourselves.

Education at Eastern is about transformation related to self, relationships, and communities.

Eastern is a place of inquiry, listening, debating, thinking, and growing in the discernment and formation of beliefs, values, interests, skills, careers, and service. Learning requires a patient commitment to study; it requires time. Learning is a direct investment in your future and a corrective to the increasing pace and compression of life.

I hope that you will take advantage of the tremendous resources available through our multiple campuses, extensive online and on campus graduate and seminary programs, regional cultural institutions, and natural beauty.

May God bless you as you join and contribute to the Eastern experience!

The world needs you. The world needs Eastern U!

Welcome to Eastern University!

Dr. Ronald A. Matthews
President

Welcome and Mission Statement

Welcome

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 a variety of undergraduate, graduate and doctoral degrees, including:

Undergraduate Degrees:

- Associate of Arts
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Nursing
- Bachelor of Social Work

Graduate Degrees:

- Master of Arts
- Master of Business Administration
- Master of Science
- Master of Education
- Master of Social Work

Doctoral Degrees

- Doctor of Arts
- Doctor of Marriage and Family Therapy
- Doctor of Ministry
- Doctor of Philosophy

Majors include accounting, anthropology, biblical studies, biochemistry, biological studies, biology, business administration, chemistry, chemistry-business, communication studies, criminal justice, computer science, data science, elementary education, English, environmental science, exercise science, history, marketing, mathematics, music, political science, psychology, social work, sociology, Spanish, and theological studies.

Vision

As a community, Eastern University will Listen... Love... Learn... Lead.

University Mission Statement

Eastern University is a diverse, Christ-centered community preparing graduates to impact the world through faith, reason, and justice.

Palmer Theological Seminary's Mission Statement

Palmer Seminary is committed to serving God and the Church by fulfilling its mission of providing theological education for all types of ministry that seek to present the whole gospel, to the whole world, through whole persons.

Student Learning Goals

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.

Palmer Theological Seminary

Palmer Theological Seminary's graduate-level certificate program empowers students to reflect theologically and grow spiritually. The 4-course certificate is designed to deepen a sense of call and equip students with tools for ongoing ministerial formation, with generous

scholarships available. Created with associate ministers, pastors, ministry leaders, community leaders, and spiritually curious lay people in mind, this program is designed to engage one in robust study in a spiritually supportive community.

Program Details:

- Location: St. Davids, PA (Main Campus)
- Delivery: In-person
- Length: 9 months; 4 total classes (12 credits)
- Enrolling New Students: August, January

Palmer Theological Seminary Overview of the Curricula

Goal of the Curricula

The ultimate goal of the curricula is to achieve the Seminary's motto: "The Whole Gospel for the Whole World Through Whole Persons," that is, to prepare mature Christian leaders who understand the breadth of Scripture and of the Christian heritage, and can interpret and apply them in diverse cultural contexts.

The degree programs focus on preparation for service. Curricular studies at Palmer Theological Seminary aim to inspire students with a passion to advance Jesus' ministry and with an openness to risk crossing frontiers in evangelism, spiritual formation, and social transformation through holistic, incarnational mission.

Qualities for Christian Leaders: the Educational Outcome

It is the Seminary's position that effective ministry requires, and therefore its programs must foster:

1. personal and social competencies, such as a vital and wholesome relationship with God, self, and others; sensitivity to the Holy Spirit; personal appropriation and affirmation of the Gospel; and a passion for Christian service;
2. ministry skills, including relational, pastoral and counseling skills; analytical and interpretive skills; leadership and communication skills; and
3. cognitive competencies, such as a thorough knowledge of the Bible and of hermeneutics; a working knowledge of the content and methodologies of the other theological disciplines; the ability to reflect theologically and ethically; familiarity with correlative disciplines and with one's social context; and the ability to draw upon all of these as resources for ministry.

The Faculty

Palmer Theological Seminary, along with most theological seminaries, is proud of its faculty and of the years of scholarship and experience they represent, each in her or his field of expertise.

In addition to being highly qualified teachers and, in their majority, also either current or former pastors, Palmer Theological Seminary faculty members go out of their way to become advisors, mentors, and friends to their students. In this crucial, formative time for students, the faculty seeks to be available to students for the purpose of facilitating intellectual and spiritual growth.

Christian Community

Because the educational setting is an important aspect of learning, the Seminary seeks to sustain a community characterized by a warm, evangelical atmosphere, a spirit of inquiry, an attitude of openness, and close personal relationships between students and faculty. The Seminary takes seriously the importance of Christian community building.

Statement of Educational Effectiveness

Palmer Theological Seminary's mission is to preach the whole Gospel to the whole world through whole persons (https://www.palmerseminary.edu/about/mission-motto (https://www.palmerseminary.edu/about/mission-motto/)). To realize this mission, the Seminary is dedicated to educational excellence and has developed a culture of assessment to assure its attainment.

The entire seminary community collaborates in the creation of this culture marked by respect for diversity and for the unique, God-given potential of every student as characterized by assessment as a means to educational excellence rather than an end in itself; assessment that is integrative, multi-dimensional, and cyclical; assessment rooted in clearly articulated goals; assessment that measures the learning process and not just outcomes; assessment that is cumulative resulting in continuous improvement; assessment that expands to incorporate the wider university and educational communities; assessment that drives planning, budgeting and staffing; and finally, assessment that provides essential information to all educational stakeholders.

The value of this educational assessment data inheres in the articulation of clearly defined student learning assessment outcomes and benchmarks by the Seminary's Academic Program Directors who submit Student Learning Assessment Plans and Reports in June.

Ongoing Assessments and Modifications

A viable theological curriculum must be flexible, continually evolving, and adapting to meet changing needs. To that end, Palmer Theological Seminary regularly assesses needs in ministry, clarifies purposes, evaluates educational effectiveness, identifies areas needing improvement, and devises strategies for enhancing future performance.

- Dual Degree M.DIV./M.B.A. in Organizational Management Program (p. 51)
- Dual Degree MDiv/MA, Theological And Cultural Anthropology (https://catalog.eastern.edu/graduate/palmer-theological-seminary/dual-degree-mdiv-matca/)
- Dual Degree OpenSeminary M.DIV./M.B.A. in Organizational Management Program (p. 51)
- OpenSeminary Master of Divinity (M.DIV.) (p. 52)
- OpenSeminary™ Master of Practical Theology (M.P.T.) (p. 53)
- Other Educational Opportunities (p. 53)
- Seminary Courses (p. 55)
- The Doctor of Ministry (D.MIN.) in Contextual Leadership (p. 75)
- The Master of Divinity (M.DIV.) (p. 76)
- The Master of Theological Studies (M.T.S.) (p. 77)
- The Master of Theological Studies (M.T.S.) in Latino/a Ministries (p. 79)
- The West Virginia Program (p. 80)

Dual Degree M.DIV./M.B.A. in Organizational Management Program

Palmer Theological Seminary offers students the opportunity to earn credit toward a Master of Divinity (M.Div.) degree in conjunction with pursuing a Master of Business Administration (M.B.A.) in Organizational Management (p. 91) through Eastern University's College of Business and Leadership. This arrangement enables full time students to earn both degrees in four years, if they pursue them full time, and at less cost than if they pursued the degrees separately. This dual degree program is designed to create the following opportunities:

1. Focused interdisciplinary inquiry into issues and concerns encompassing theology, business, and ethics.
2. Individual preparation for bi-vocational ministries that allow church ministers to engage in enterprises that have social impact on the community.
3. Preparation of leaders in Christian institutions and organizations for high-level, faithful, and effective management.

For those interested in pursuing a dual degree program that is completely online for both the M.Div. and the M.B.A. in Organizational Management, please refer to our Openseminary M.Div./M.B.A. in Organizational Management dual degree program. (p. 51)

Admissions

Students wishing to enter the M.Div./M.B.A in Organizational Management dual degree program may complete a joint application through the Seminary's admissions office, fulfilling the requirements as stipulated individually by the Seminary and the College of Business and Leadership.

Financial Arrangements

Students are required to pay tuition to Palmer Seminary and the College of Business respectively for the courses required in each school's degree program.

General Academic Requirements

Sixty-six credit hours need to be taken in the Seminary's M.Div. program (Adaptive Leadership Track) and 30 credit hours need to be taken in the M.B.A. in Organizational Management program. Students opting for the Pastoral Leadership Track in the M.Div. program will need 12 more credits to fulfill the core requirements of that track.

Schedule

A student normally spends the first two years full-time[1] at the Seminary completing required Levels 1, 2, and some of Level 3 core courses for the M.Div. program. This schedule usually requires taking some courses in an intensive format that are offered in the summer months. The next two years are spent at the College of Business and Leadership for the M.B.A. in Organizational Management. Any remaining M.Div. required course may be completed during the early part of the M.B.A. program by means of a cross-registration process.

[1] *It is possible to pursue this dual degree program on a part-time basis, but most Seminary coursework should be completed before a student begins the M.B.A. program.*

Course Requirements

Seminary Requirements

1. All required core courses of the M.Div. curriculum for either the Adaptive Leadership or the Pastoral Leadership track.
2. Up to 12 credits from the M.B.A. program may be counted towards fulfilling the M.Div. elective credits.
3. SUPV 525 Theological Field Education 1A/SUPV 526 Theological Field Education 1B in the M.Div. program may be counted towards fulfilling BUSA 685 Applied Knowledge Capstone in the M.B.A. program.

Note: Since the Pastoral Leadership track has few electives, the Adaptive Leadership track provides the most savings in terms of time and cost.

College of Business and Leadership Requirements

Please view the MBA in Organizational Management program requirements here *(p. 91).*

Other Academic/Administrative Matters

1. Academic standing in the respective programs is determined solely on the basis of work done at each school.
2. Each school is responsible for the integrity of its degree in terms of course requirements.
3. Each student must complete the requirements of both degrees, as herein specified, in order to receive either degree in this program. If the requirements for the dual degree program are not met, the requirements of either degree taken separately apply.
4. The Dean of the Seminary and the Program Director of the M.B.A. in Organizational Management at the College of Business and Leadership serve as contact persons for information and advisement about the dual degree programs.

Dual Degree OpenSeminary M.DIV./M.B.A. in Organizational Management Program

Palmer Theological Seminary offers students the opportunity to earn credit toward a Master of Divinity (M.Div.) degree in conjunction with pursuing a Master of Business Administration (M.B.A.) in Organizational Management through Eastern University's College of Business and Leadership. This arrangement enables full time students to earn two degrees in as little as four years, if they pursue them full time, and at less cost than if they pursued the degrees separately.

This dual degree program is designed to create the following opportunities:

1. Focused interdisciplinary inquiry into issues and concerns encompassing theology, business, and ethics.
2. Individual preparation for bi-vocational ministries that allow church ministers to engage in enterprises that have social impact on the community.
3. Preparation of leaders in Christian institutions and organizations for high-level, faithful, and effective management.

If desired, students may also pursue the Master of Divinity degree in an on-ground delivery. More information on Palmer's fully on-ground M.Div./

fully online M.B.A. in Organizational Management dual degree program may be found on page 83 of this catalog, under On Campus Program.

Admissions

Students wishing to enter the Openseminary M.Div./M.B.A. in Organizational Management programs may complete a joint application through the Seminary's admissions office, fulfilling the requirements as stipulated individually by the Seminary and the College of Business and Leadership.

Financial Arrangements

Students are required to pay tuition to Palmer Seminary and the College of Business respectively for the courses required in each school's degree program.

General Academic Requirements

Seventy-five credit hours need to be taken in the Seminary's Openseminary M.Div. program and 27 credit hours need to be taken in the M.B.A. in Organizational Management, for a total of 102 credit hours.

Schedule

A student normally spends three years full-time[1] at the Seminary completing the online Openseminary M.Div. program, the pace of which is designed to allow students to do theology within their ministerial context. Students are strongly urged to complete the M.Div. degree before pursuing coursework at the College of Business and Leadership for the M.B.A. in Organizational Management, which may be completed in 10 months.

[1] *It is possible to pursue this dual degree program on a part-time basis, but most Seminary coursework should be completed before a student begins the M.B.A. program.*

Course Requirements

Seminary Requirements

1. All required core courses of the Openseminary M.Div. curriculum.
2. PRMN 583A Integrative Ministry Project: Pt 1/PRMN 583B Integrative Ministry Project: Pt 2 from the M.Div. program may be counted towards fulfilling BUSA 685 Applied Knowledge Capstone in the M.B.A. program.
3. BUSA 665 Leading Organizational Strategy Leading Organizational Strategy in the M.B.A program may be counted towards fulfilling PRMN 540A Organizational Management and Leadership: Pt 1/PRMN 540B Organizational Management and Leadership: Pt 2 in the M.Div. program.

College of Business and Leadership Requirements

Please view the MBA in Organizational Management program requirements here (p. 91).

Other Academic/Administrative Matters

1. Academic standing in the respective programs is determined solely on the basis of work done at each school.
2. Each school is responsible for the integrity of its degree in terms of course requirements.
3. Each student must complete the requirements of both degrees, as herein specified, in order to receive either degree in this program. If the requirements for the dual degree program are not met, the requirements of either degree taken separately apply.
4. The Dean of the Seminary and the Program Director of the M.B.A. in Organizational Management at the College of Business and Leadership serve as contact persons for information and advisement about the dual degree programs.

OpenSeminary Master of Divinity (M.DIV.)

This 100% online Master of Divinity program builds on the Openseminary™ Master of Practical Theology. Beyond the first 36 credits of core modules taken using the Openseminary™ model alongside students in the M.P.T. program, online M.Div. students must complete another 42 credits of foundational and elective courses to reach a total of 78 credits. These additional 3-credit courses are offered in two parts over two 7-week terms, except for THEO 581 Doing Theology I: Theological Method and Reflection and THEO 582 Doing Theology II: Exploring the Doctrines of the Christian Faith, which are offered over one 7-week term. They cover areas found in more traditional Master of Divinity programs, such as biblical studies, systematic theology, church history, pastoral care, preaching, worship, evangelism, mission, Christian education, and organizational leadership.

Graduation Requirements

To be recommended for the Master of Divinity in **Openseminary**™, a candidate must:

1. Satisfactorily complete 78 credit hours and fulfill financial and library obligations.
2. Maintain at least a 2.0 grade point average in the course of studies when taken for general educational purposes.
3. Give evidence of growth in personal character, moral and spiritual maturity, and emotional stability.

Program Requirements for OpenSeminary™ M.DIV.

Code	Title	Credit Hours
Core Curriculum		
CHHM 580A	Diakonia: Missional Service - Part 1	2
CHHM 580B	Diakonia: Missional Service - Part 2	2
CHHM 580C	Diakonia: Missional Service - Part 3	2
INTG 580A	Koinonia: Leading & Bldg Community-Part1	2
INTG 580B	Koinonia: Leading & Bldg Community-Part2	2
INTG 580C	Koinonia: Leading & Bldg Community-Part3	2
PRMN 580A	Kerygma: Communicating the Gospel-Part1	2
PRMN 580B	Kerygma: Communicating the Gospel-Part 2	2
PRMN 580C	Kerygma: Communicating the Gospel-Part3	2
PRMN 581A	Leitourgia: Leading People-Part 1	2
PRMN 581B	Leitourgia: Leading People-Part 2	2
PRMN 581C	Leitourgia: Leading People-Part 3	2
SFRM 580A	Paideia: Spiritual Formation-Part 1	2
SFRM 580B	Paideia: Spiritual Formation-Part 2	2
SFRM 580C	Paideia: Spiritual Formation-Part 3	2
THEO 580A	Theologia: Doing Theol in Context-Part1	2

THEO 580B	Theologia: Doing Theol in Context-Part 2	2
THEO 580C	Theologia: Doing Theol in Context-Part 3	2
Foundational Courses		
THEO 581	Doing Theology I: Theological Method and Reflection	3
THEO 582	Doing Theology II: Exploring the Doctrines of the Christian Faith	3
BIBL 581A	Reading the Text 1: Reading the Old Testament in Its Context: Part I	1.5
BIBL 581B	Reading the Text 1: Reading the Old Testament in Its Context: Part 2	1.5
BIBL 582A	Reading the Text 2: Reading the New Testament in Its Context: Part 1	1.5
BIBL 582B	Reading the Text 2: Reading the New Testament in Its Context, Part 2	1.5
CHHM 510A	Church in Mission Through History: Part 1	1.5
CHHM 510B	Church in Mission Through History: Part 2	1.5
PRMN 510A	Foundations of Pastoral Care and Counseling: Part 1	1.5
PRMN 510B	Foundations of Pastoral Care and Counseling: Part 1	1.5
INTG 581A	Integrative Ministry Paper: Pt 1	1.5
INTG 581B	Integrative Ministry Paper: Pt 2	1.5
Electives		
CHHM 530A	Christian World Mission: Pt 1	1.5
CHHM 530B	Christian World Mission: Pt 2	1.5
INTG 524A	Church Renewal & Evangelism: Part 1	1.5
INTG 524B	Church Renewal & Evangelism: Part 2	1.5
INTG 531A	Theology and Practice of Worship: Pt 1	1.5
INTG 531B	Theology and Practice of Worship: Pt 2	1.5
PRMN 520A	Introduction to Homiletics: Pt 1	1.5
PRMN 520B	Introduction to Homiletics: Pt 2	1.5
PRMN 540A	Organizational Management and Leadership: Pt 1	1.5
PRMN 540B	Organizational Management and Leadership: Pt 2	1.5
PRMN 586A	Teaching the Faith: Pt 1	1.5
PRMN 586B	Teaching the Faith: Pt 2	1.5
Total Credit Hours		**75**

OpenSeminary™ Master of Practical Theology (M.P.T.)

This 100% online degree program is based on the Openseminary™ model for graduate theological education. The Master of Practical Theology draws on the best practices and theories explored and implemented by the churches and the academy. Participants will interact with and learn from experienced pastors, teachers, and contextual thinkers worldwide; learn from experienced pastors and leaders in the local church context; experience the joy of doing theology as part of a team; apply their learning immediately to everyday life. This highly integrative program equips students to reflect critically and constructively on their desire to join God in his work in the world. Such reflection leads to personal transformation and will modify how students shape their lives. As Christians, we are shaped by the church's practices; they embody our beliefs and are the vehicles of our commitments. For this reason, the M.P.T. focuses on the following six practices, and we study them individually and sequentially over three years: 1. Doing Theology in Context *(Theologia),* 2. Leading and Building Community *(Koinonia)*, 3. Communicating the Gospel (*Kerygma)*, 4. Leading Desiring God *(Leitourgia)*, 5. Missional Service *(Diakonia)*, and 6. Spiritual Formation *(Paideia)*. Students must complete these six subjects to earn the M.P.T. degree in the Openseminary™ program. Each module consists of a total of 21 weeks of coursework consisting of: online readings to consider most current thinking in Theological and Biblical disciplines, attend lectures, complete assignments, participate in discussions, interact with thought-leaders in person or online during an integrative seminar, and construct a theological answer that the students in their ministry contexts can immediately implement. Two modules are offered each academic year.

Graduation Requirements

To be recommended for the Master of Practical Theology degree in **Openseminary**™, a candidate must:

1. Satisfactorily complete 36 credit hours and fulfill financial and library obligations.
2. Maintain at least a 2.0 grade point average in the course of studies when taken for general educational purposes.
3. Give evidence of growth in personal character, moral and spiritual maturity, and emotional stability.

Program Requirements for OpenSeminary M.P.T.

Code	Title	Credit Hours
CHHM 580A	Diakonia: Missional Service - Part 1	2
CHHM 580B	Diakonia: Missional Service - Part 2	2
CHHM 580C	Diakonia: Missional Service - Part 3	2
INTG 580A	Koinonia: Leading & Bldg Community-Part1	2
INTG 580B	Koinonia: Leading & Bldg Community-Part2	2
INTG 580C	Koinonia: Leading & Bldg Community-Part3	2
PRMN 580A	Kerygma: Communicating the Gospel-Part1	2
PRMN 580B	Kerygma: Communicating the Gospel-Part 2	2
PRMN 580C	Kerygma: Communicating the Gospel-Part3	2
PRMN 581A	Leitourgia: Leading People-Part 1	2
PRMN 581B	Leitourgia: Leading People-Part 2	2
PRMN 581C	Leitourgia: Leading People-Part 3	2
SFRM 580A	Paideia: Spiritual Formation-Part 1	2
SFRM 580B	Paideia: Spiritual Formation-Part 2	2
SFRM 580C	Paideia: Spiritual Formation-Part 3	2
THLE 580A	Theologia: Doing Theol in Context-Part1	2
THLE 580B	Theologia: Doing Theol in Context-Part 2	2
THLE 580C	Theologia: Doing Theol in Context-Part 3	2
Total Credit Hours		**36**

Other Educational Opportunities

In addition to the foundational components of its degree programs in Philadelphia, Palmer Theological Seminary offers a wide variety of additional educational opportunities.

Eastern's School of Christian Ministry (ESCM)

Palmer's Eastern's School of Christian Ministry (ESCM) is a non-degree non-credit continuing education certificate and diploma program that provides a flexible, affordable, and high quality theological education for men and women who seek a theological education in a seminary setting without the demands of a graduate theological degree. The ESCM program offers two diploma programs in Pastoral Studies and Biblical and Theological Studies, and three certificate programs in Biblical Studies, Christian Leadership, and Christian Studies. Certificates are designed for pastors, ministers, and lay leaders who wish to hone their skills in the areas of leadership or religious studies and teaching. Diplomas are designed for bivocational pastors or those wishing to lead a teaching ministry. See ESCM's webpage at http://palmerseminary.edu/escm (http://palmerseminary.edu/escm/) for more information.

For interested students, Eastern University will validate learning within the non-degree programs of ESCM by granting one undergraduate credit for each course with a block of six ESCM courses, provided that the student has completed the additional work for the course, that the student has achieved a grade of B or better in the course, and that a maximum of 40 elective credits may be earned at no extra cost, effective January 1, 2004. All courses must be taken in Pennsylvania for this to be effective.

Continuing Education

Palmer Theological Seminary's faculty accepts the standards developed by the National Task Force on the CEU for granting continuing education units (CEU). One Continuing Education Unit is defined as: "Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction" (National Task Force on the CEU, 1974).

The following guidelines govern the offering of course experiences for CEU credit:

1. Summer Term electives are available for those seeking CEU credit (unless otherwise specified).
2. Elective courses during the academic year may be taken for CEU credit.
3. Courses, workshops, and conferences designed especially for CEU may be offered at specially arranged times. These usually are not available for academic credit.
4. To receive CEUs, students must meet the minimum requirement of ten (10) contact hours of participation for each unit of credit.
5. The Seminary will grant a certificate indicating the number of CEU credits earned, following the completion of each course or other educational experience.

Interseminary Seminar

For over thirty years, a seminar has been conducted with students and faculty from several area seminaries, at which papers are presented by students for discussion. The number of students participating is limited to four from each Seminary. These seminars provide opportunities for learning in an ecumenical setting, and students earn credit for participating.

In the late spring, the faculty selects students to participate in the seminar for the following fall. The students select topics for papers within an agreed overall theme. Students are expected to attend all sessions.

Hispanic Summer Program

Palmer Theological Seminary is a sponsoring member of the Hispanic Summer Program (HSP), whose mission is to "supplement and enrich the theological and ministerial education being offered in seminaries and universities with academic courses and other activities directly addressing Hispanic history, ministry, and theology." All Palmer students are encouraged to apply to take one of seven 3-credit, 2-week intensive summer courses offered each year by HSP at a total cost of $425. This covers tuition, round-trip airfare, and 13 days of room and board. For more information, please visit http://hispanicsummerprogram.org/ (https://hispanicsummerprogram.org/).

Lectureships

To serve our constituency within the region, and to complement classroom education, the Seminary sponsors two lectureships.

The Frank B. Mitchell Lectureship

This lectureship is named for the late Reverend Dr. Frank B. Mitchell, former pastor of Pinn Memorial Baptist Church in Philadelphia. Dr. Mitchell was a friend and supporter of Palmer Theological Seminary and its African American students. For more than 40 years he and Mrs. Mitchell mentored men and women into ministry. His life was a prime exhibition of unfailing Christian love, coupled with a desire to serve others.

The Mitchell lectureship raises critical questions concerning the nature of theology and ministry from an African American Church perspective.

The Orlando S. Costas Lectureship

This lectureship is named for the late missiologist and theologian, the Reverend Doctor Orlando S. Costas. A native of Puerto Rico and former member of the Seminary faculty, Dr. Costas was a passionate advocate for the voiceless and oppressed. As a scholar, his legacy to church and academy includes 14 books authored by him, 17 books to which he contributed essays, and 14 journals in which he published articles. As an administrator, he was the first U.S. Latino to be dean of an accredited seminary in the United States. The Costas lectureship honors his work and celebrates those who embody and carry forward Dr. Costas' multicultural, holistic vision for local church and community work informed by global realities.

Biblical Studies

One of the Seminary's primary purposes has been to make the Bible central in the curriculum of the institution, with full awareness that

1. knowledge of the original languages is essential to the most accurate interpretation of the Scriptures, and that
2. provision must be made for those who use primarily the English text.

Therefore, while two semesters of either New Testament Greek or Biblical Hebrew is required of all M.Div. Pastoral Leadership track students, the English text will be basic to most courses. Courses will promote comprehensive knowledge of the content of the whole Bible, meet the needs of those who use the English translations, and provide opportunity for students qualified in the languages to compare English versions with the original texts for greater competence in interpreting the Bible.

Christian Counseling

Christian counseling courses are listed under the course prefixes COUN as well as PRMN (Practice of Ministry). Please refer to both sections of the catalog for the relevant course descriptions.

Denominational Courses

Palmer Theological Seminary does not require students to complete denominational coursework in order to earn the Master of Divinity degree. Some denominations, however, do require this of their pastors or candidates for ordination. Each student should consult with his or her denominational body to determine what, if any, requirements the denomination has for completion of denominational coursework.

Practice of Ministry

The Practice of Ministry area reflects Palmer Theological Seminary's commitment to applied and practical theology. This area encompasses such fields as preaching, pastoral care, Christian education and youth ministry, pastoral ministry and leadership, and administration. All M.Div. students are required to take core courses that introduce each field,after which electives are chosen to broaden and deepen understanding and skills. Stress is placed upon diverse styles and current trends in the practice of ministry.

Supervised Fieldwork

This area encompasses theological field education and clinical fieldwork required of students in the M.Div. and M.T.S. Christian Counseling programs. Ministry theories are examined in light of theological field education experiences.

Spiritual Formation and Character

Palmer Seminary is committed to development of students not only academically and professionally, but personally as well. Courses in the area of Spiritual Formation and Character are designed to encourage the student's personal growth and foster their own awareness of who they are in relation to their peers, the people that they serve and, most importantly, to God. Core courses in the Spiritual Formation and Character area are required of all students in the M.Div. and M.T.S. Christian Counseling programs.

Theology and Ethics

The field of Theology and Ethics includes courses in Theology, Ethics, and Public Policy. Basic to the curriculum are core courses introducing theological reflection and hermeneutical application. Students are expected to learn and use these techniques to enhance their skills in ministry and personal study. A broad variety of advanced electives allow maximum specialization in areas of particular interest.

Seminary Courses

B

- Biblical Studies (p. 55)

C

- Christian Heritage and Mission (p. 58)
- Counseling (p. 60)

D

- Denominational Requirement (p. 61)
- Doctor of Ministry (p. 61)

I

- Integrative Courses (p. 63)

P

- Practice of Ministry (p. 65)

S

- Spiritual Formation (p. 70)
- Supervised Ministries (p. 72)

T

- Theology (p. 73)

Biblical Studies

BIBL 501 Old Testament Study I 3
This course aims at introducing students to the history and content of the Old Testament in general. The main focus however will be given to an examination of the Pentateuch (Genesis through Deuteronomy) and Historical Books (Joshua through Esther). Issues such as Ancient Near Eastern context, structure, composition and history of scholarship of the Pentateuch and Historical books will be discussed alongside themes of Creation, Fall, Flood, Emergence of Israel, the Law, the Cultic System, the Monarchy, the Exile and the Post-Exilic Periods.

BIBL 502 Old Testament Study II 3
This course will explore the books of the Prophets, who emerged in ancient Israel as an eclectic group identified only by their claim to speak for God, and their "high octave" condemnation of the socio-political and religious condition of their time. They communicated by preaching, singing, crying, walking naked and shaving, to name a few. This course will also study the great body of biblical literature which consists of the hymns, laments and thanksgivings of the book of Psalms, the wisdom sayings of Israel collected in Proverbs, Job, and Ecclesiastes, the deep grief expressed in Lamentations, and the love songs of the Song of Songs. This course shall explore the relationship of the prophetic books and the Writings to the rest of the canon and then focus on specific issues, themes and theologies in the books.
Prerequisites: BIBL 501

BIBL 503 New Testament Study I 3
New Testament Study 1 is a foundational course in the study of the New Testament, covering Matthew, Mark, Luke-Acts, John, Hebrews, James, and Revelation. In order to appropriate the message of the New Testament for the world today, we need to first place ourselves back in the political, religious, and cultural world of the first century, and respect these documents as ancient narratives, written within a particularized historical setting and readership, by people of faith for the community of faith. Being more aware of our presuppositions, we can better allow the biblical authors to speak for themselves in their unique witness to the life of Jesus and the early church.

BIBL 504 New Testament Study II 3
This course covers the thirteen letters of Paul in the New Testament. Because these documents are pastoral letters, written to address specific problems, queries, and situations in the life of individuals and churches, we will pay attention to historical, cultural, social, and religious influences of the first century milieu, while addressing hermeneutical implications for today's world and church.
Prerequisites: BIBL 503

BIBL 513 Biblical Interpretation for Ministry 3
This is an introductory course in biblical interpretation. The course will equip students with skills needed to read, interpret and reflect theologically on the biblical text. Students will learn the "language" of biblical interpretation/method and be able to identify and evaluate critical commentaries for their life, ministry and studies. They will use basic bible tools for ministry in studying a biblical text through the lens of: Context (Social, Historical, Cultural, Whole Book), Questions of Author, Date, Occasion and Audience and Literary Genre (Narrative, Parables, Poetic, Wisdom, Apocalyptic and Letter/Epistle). New Testament and Old Testament texts will be examined. These skills will be built upon in subsequent seminary courses.

BIBL 514 Biblical Hebrew 3
This beginner's course in Biblical Hebrew will provide a strong foundation for reading, interpretation and exegesis of the Old Testament. Students will be introduced to high-frequency vocabulary and grammar through vocalization, translation and writing exercises. The course assumes a knowledge of the Hebrew alphabet, which will be assessed the first day of the course.

BIBL 515 Hebrew Exegesis 3
A course in intermediate Biblical Hebrew, focusing on grammar, syntax and lexicography through readings of selected passages from the Pentateuch.
Prerequisites: BIBL 514

BIBL 516 New Testament Greek 3
A beginner's course in the language of the New Testament in which the basic elements of grammar are studied and guidance provided in the use of interpretive tools. The student is introduced to elementary readings in the New Testament. (Students who have taken Greek in college may want to test out of this course and may wish to take Hebrew in its place).

BIBL 517 New Testament Greek Exegesis 3
A sampling of Greek texts from John's Gospel and a Pauline letter for further practice in translation. Attention will be given not only to the language but also to its broader setting in the ancient Mediterranean world, and implications for contemporary preaching and teaching.
Prerequisites: BIBL 516

BIBL 550 MTS Research in Biblical Studies 3
This course represents the first of two summative projects required for the MTS in Biblical Studies, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project.

BIBL 550A MTS Research in Biblical Studies 3
This course represents the first of two summative projects required for the MTS in Biblical Studies, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project.

BIBL 581A Reading the Text 1: Reading the Old Testament in Its Context: Part I 1.5
This is a survey course that emphasizes the historical, literary, and theological contexts of the Old Testament. Students will be introduced to the key events, movements, and figures in the history of Israel up to the Second Temple period within their larger Ancient Near Eastern context and to the different academic approaches to the story of the Old Testament. Coverage includes the Pentateuch, Historical Books, Writings and Prophets.

BIBL 581B Reading the Text 1: Reading the Old Testament in Its Context: Part 2 1.5
This is a survey course that emphasizes the historical, literary, and theological contexts of the Old Testament. Students will be introduced to the key events, movements, and figures in the history of Israel up to the Second Temple period within their larger Ancient Near Eastern context and to the different academic approaches to the story of the Old Testament. Coverage includes the Pentateuch, Historical Books, Writings and Prophets.
Prerequisites: BIBL 581A

BIBL 582A Reading the Text 2: Reading the New Testament in Its Context: Part 1 1.5
This is a survey course that emphasizes the historical, literary, and theological contexts of the New Testament. Students will be introduced to Second Temple Judaism and the Greco-Roman world of Jesus and the early church. Coverage includes the four Gospels, the Acts of the Apostles, several key letters of Paul, and the book of Revelation.

BIBL 582B Reading the Text 2: Reading the New Testament in Its Context, Part 2 1.5
This is a survey course that emphasizes the historical, literary, and theological contexts of the New Testament. Students will be introduced to Second Temple Judaism and the Greco-Roman world of Jesus and the early church. Coverage includes the four Gospels, the Acts of the Apostles, several key letters of Paul, and the book of Revelation.
Prerequisites: BIBL 582A

BIBL 604 Biblical Theology: Genesis As a Starting Point 3
An exploration of the theological themes of Genesis. Themes to be discussed include: creation, redemption, the nature of God, covenant, law, kingship, divine violence, righteousness, the people of Israel. These themes will be discussed in conversation with three perennial biblical theological issues: What was the author of Genesis trying to say theologically to his audience (historical dimension)? How did the author construct Genesis to communicate that theology (literary dimension)? and How do the themes of Genesis reverberate dynamically elsewhere in the Hebrew Scriptures and in New Testament (canonical dimension).
Prerequisites: BIBL 501

BIBL 606 Old Testament Book Studies: Jonah & Ruth 3
This course invites students to engage the biblical books of Jonah and Ruth in conversation with works of literature, art, and theology. We will explore questions raised in the books, including the nature of God, family, marriage, prophecy, election, death, and transformation in the context of ancient Israel. The course will introduce students to the history of interpretation of Jonah and Ruth in both Christian and Jewish traditions.
Prerequisites: BIBL 501

BIBL 607 Psalms 3
This course is an advanced study of the book of Psalms. Considerations will be given to major trends in modern scholarship with regard its historical settings, literary forms, canonical shape, and biblical theological significance. Opportunities will be provided to develop skills for interpreting poetry through in-depth study of representative examples of each genre. The purpose and relevance of the Psalms to the rest of the Bible and Christian faith will be explored.
Prerequisites: BIBL 501

BIBL 616 The Gospel of Luke 3
This course is a study of the Gospel of Luke based on the English text. We will discuss the author's presentation of God and Jesus, his view of salvation in relation to the themes of reversal and release, his concern for the poor and the marginalized, and his understanding of the role of Jesus and the early church in the context of God's plan for Israel and the world. Bible elective.
Prerequisites: BIBL 503

BIBL 617 Gospel of John 3
The Gospel of John presents an interpretation of Jesus' life and mission that is consistent with that of the Synoptic Gospels, even though it differs greatly from Matthew, Mark, and Luke in vocabulary and in the selection of Jesus traditions. Through chapter-by-chapter discussions, the distinctive literary and theological categories of the Fourth Gospel will be introduced. We will look at Jesus' encounters with different individuals, the "I am" sayings, Jesus the Son as the revealer of the Father who sent him, the characteristics of the community of faith, the role of the Holy Spirit, Jesus as the messianic King in the Passion narrative, and the meaning of Jesus' death as his glorification. Throughout these discussions, literary features such as dualism, Jewish symbolism, and rhetorical irony will be pointed out and explained. Bible elective.
Prerequisites: BIBL 503

BIBL 620 The General Epistles 3
Hebrews, James, 1 & 2 Peter, and Jude are the focus of this course. Using the English text and taking into account the cultural and historical settings of the various texts, we will address issues of structure, thematic elements, theology, Christology, and view of discipleship. Further, we will seek to help modern students grapple with the original meaning of these writers and explore the implications of each writer's words for the life and mission of the church in our time. Bible elective.
Prerequisites: BIBL 503

BIBL 622 Bible and the Koran 3
This is an introductory course in comparative studies of the Bible and the Koran. Students will learn basic facts with regard to the formation, place, function, and the basic theological teachings of the religious texts in each religious community. Our primary concern is not the religion itself but the sacred texts of the religion. We will focus on literary analysis of Koranic suras that are related to the themes of gods, prophets, salvation, Jihad, women, Jews, Christians, and Muslims. The goal of this course is to equip future church leaders with in-depth knowledge of the Koran so that they may serve, love, and bear witness to their Muslim neighbors.

BIBL 625 The Least of These: Biblical and Contemporary Responses to Poverty 3
This course will investigate the biblical record concerning attitudes and behavior related to needy people, and will offer students multiple opportunities to learn from and interact with people currently engaged in ministry (locally and globally) to those regarded as the least of these.
Prerequisites: BIBL 501 and BIBL 503

BIBL 626 Book of Revelation 3
A study of the contents of the Book of Revelation with special attention to its historical setting, literary style, and vision of Christ as the culmination of history. Varieties of interpretations will be examined and critiqued, with a synthetic approach to understanding its apocalyptic vision proposed. By doing so students will gain an appreciation for its message to the early church, its message about a climactic end to the age with the return of Christ, and its application for believers living between the times today. Bible or Theology elective.
Prerequisites: BIBL 503

BIBL 627 The Mission of Jesus in Mark 3
This course provides an opportunity to do four things: (1) work directly and methodically through the first half of the text of Mark's Gospel; (2) engage very selectively with the vast secondary literature on Mark and the context(s) of his account; (3) enter into extensive dialogue on (1) and (2) with fellow students and the professor; and (4) seek integration between mission today and the mission of Jesus as described by Mark. This will be a highly participatory and immersive experience as we listen carefully to Mark's unique contribution to our understanding of Jesus.

BIBL 632 Women in the Bible 3
This course investigates what some of the women in the Bible have to teach us about doing ministry in today's world. Although this course will be taught through the lives of the women in the Bible, the practical applications that can be learned from each of these biblical women are invaluable for anyone considering a career in ministry. Bible elective.

BIBL 635 New Testament Theology 3
In this new upper level Bible elective, we will consider thematic elements that are found across the diverse set of documents that make up the New Testament. These include, but are not limited to, the following: God's covenant with Israel and God's plan of salvation for the world, images in explaining the meaning of the cross, Christian community and mission as well as realized and future eschatology.

BIBL 640 Holy Land Study Tour 3
Participants will visit sites of archeological, historical and contemporary importance in the current State of Israel (Palestine). They will meet and interact with the people who call that place home, and will experience the life and cultures represented there. Our guide will introduce us to the archeology and history of this region in which so much of the biblical story unfolded, and Palmer professors and participants will build on this, thinking together about how these rich historical foundations pave the way for a deepening of our biblical-theological understanding, a fuller consideration of our exegesis of scripture, an expansion of our insights into the lived experiences of those people (historically and today) considered "other" in ethnic, religious and civil terms, and (perhaps) some eye-opening missional insights/implications. By our presence in the lands of the Bible, we become eyewitnesses of the stage upon which the God who acts revealed himself in Scripture. As a result, integration of history, theology and application (our "living out" the Scripture) will be a constant priority, an exercise which will be informed by exposure to the contemporary situation in the Middle East.

BIBL 650 Independent Study/Research in Biblical Studies 0.5-3
A guided course intended for advanced students who wish to do intensive, independent research in a problem related to Biblical studies. Credit hours determined with professor. Bible elective.
Prerequisites: BIBL 502 and BIBL 504

BIBL 660 Special Topics 3

BIBL 660A Ecclesiastes 3
This course is a literary and theological study of Ecclesiastes in the context of the biblical wisdom tradition. We will explore implications of alternate perspectives, reading and interpretive strategies of the wisdom genre. Attention will be given to similar wisdom materials from the ancient Near East. Students will learn how Ecclesiastes deals with questions concerning fear of God, justice, meaning of life, suffering, creation, and theodicy. The application of this understanding to contemporary context and theological reflection would be a major interest.

BIBL 660B SpTop: First Corinthians 3
Reading First Corinthians should give us pause because all the problems Paul addressed in his letter to this fledgling church are still relevant to the church today. While it is important to delve into the historical-cultural context from which these issues arose, ample class time will be devoted to exploring the hermeneutical implications of the text for personal integrity and discipleship, life and ministry in the community of faith, and bearing authentic witness to the gospel.
Prerequisites: BIBL 503

Christian Heritage and Mission

CHHM 510 The Church in Mission Through History 3
The purpose of this survey course is to introduce the study of Christian Heritage and Mission in such a way that church history is understood in light of God's mission and God's mission is understood in light of church history. The theoretical scope of this course is tremendous; it covers 2000 years of human history on six continents. It will be made more manageable through learning-centered teaching methods and by focusing on a limited set of themes, geographical regions, and time periods which were most influential for subsequent developments in the church's mission. Students will also be exposed to a variety of historical writings such as biographies, historical theology, social history, and even historical fiction. Its purpose is to introduce students to a broad area of study so that they can choose subsequent courses to take in the area of Christian Heritage and Mission. A deliberate effort will be made in the assignments for this course to help students to see the connections between contemporary church life and the history of Christian mission in earlier eras.

CHHM 510A Church in Mission Through History: Part 1 1.5
The purpose of this survey course is to introduce the study of Christian Heritage and Mission in such a way that church history is understood in light of God's mission and God's mission is understood in light of church history. The theoretical scope of this course is tremendous; it covers 2000 years of human history on six continents. It will be made more manageable through learning-centered teaching methods and by focusing on a limited set of themes, geographical regions, and time periods which were most influential for subsequent developments in the church's mission. Students will also be exposed to a variety of historical writings such as biographies, historical theology, social history, and even historical fiction. Its purpose is to introduce students to a broad area of study so that they can choose subsequent courses to take in the area of Christian Heritage and Mission. A deliberate effort will be made in the assignments for this course to help students to see the connections between contemporary church life and the history of Christian mission in earlier eras.

CHHM 510B Church in Mission Through History: Part 2 1.5
The purpose of this survey course is to introduce the study of Christian Heritage and Mission in such a way that church history is understood in light of God's mission and God's mission is understood in light of church history. The theoretical scope of this course is tremendous; it covers 2000 years of human history on six continents. It will be made more manageable through learning-centered teaching methods and by focusing on a limited set of themes, geographical regions, and time periods which were most influential for subsequent developments in the church's mission. Students will also be exposed to a variety of historical writings such as biographies, historical theology, social history, and even historical fiction. Its purpose is to introduce students to a broad area of study so that they can choose subsequent courses to take in the area of Christian Heritage and Mission. A deliberate effort will be made in the assignments for this course to help students to see the connections between contemporary church life and the history of Christian mission in earlier eras.
Prerequisites: CHHM-510A (Church Mission Through History)

CHHM 530 Christian World Mission 3
An interdisciplinary introduction to the Church in mission around the world. Overview of the biblical and theological foundations for Christian mission and the historical development of models of missionary practice in light of anthropological and sociological perspectives. Analysis of key contemporary issuesdetermined by the emergence of non-Western churches and the new local and global partnerships required to face obstacles and opportunities in the current century.

CHHM 530A Christian World Mission: Pt 1 1.5
An interdisciplinary introduction to the Church in mission around the world. Overview of the biblical and theological foundations for Christian mission and the historical development of models of missionary practice in light of anthropological and sociological perspectives. Analysis of key contemporary issues determined by the emergence of non-Western churches and the new local and global partnerships required to face obstacles and opportunities in the current century.

CHHM 530B Christian World Mission: Pt 2 1.5
An interdisciplinary introduction to the Church in mission around the world. Overview of the biblical and theological foundations for Christian mission and the historical development of models of missionary practice in light of anthropological and sociological perspectives. Analysis of key contemporary issues determined by the emergence of non-Western churches and the new local and global partnerships required to face obstacles and opportunities in the current century.
Prerequisites: CHHM-530A (Christian World Mission)

CHHM 570A Diakonia: Missional Service - Part 1 3
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

CHHM 570B Diakonia: Missional Service - Part 2 3
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: CHHM-570A

CHHM 570C Diakonia: Missional Service - Part 3 3
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.
Prerequisites: Prerequisites: CHHM-570A and CHHM-570B

CHHM 580A Diakonia: Missional Service - Part 1 2
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

CHHM 580B Diakonia: Missional Service - Part 2 2
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.
Prerequisites: CHHM-580A (Diakonia: Missional Service)

CHHM 580C Diakonia: Missional Service - Part 3 2
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.
Prerequisites: CHHM-580B (Diakonia: Missional Service)

CHHM 612 Christian Church & Its Future in America 3
This course will look at the major movements of the 20th century and how those movements have evolved or dissipated in the 21st century. When Will Herzog wrote his classic Catholic, Protestant, Jew these groups have been more homogenous and dominant. Later on the 20th century evangelicals have spoken with a more unified, conservative voice in theological matters while the African-American Church was a social movement for morality and social reform. Currently, the non-denominational church is increasing in size, the denominational churches are decreasing in size and influence, the impact of the African-American Church is questioned and the ethnic churches are proliferating. While we are rejoicing greatly at the growth of the international church, the emphasis of this course will be on the church in the USA.

CHHM 617 Missions Among the Next Generation 3
Today's civil rights movement has decentered churches. Participants in the Black Lives Matter movement are younger and less religious than traditional civil rights advocates. This decentering is part of a larger change that is creating a unique challenge and opportunity for the church. At stake is the faithful transmission of faith to the next generation, to which the church's failure to respond may impact the survival of institutional evangelicalism. Understanding the contours of this shift and its implications is strategically important for missional pastors. This course will equip pastors to be more effective in evangelizing and ministering to the next generation.

CHHM 621 Christus Victor and Spiritual Warfare The Evil Forces 3
What is spiritual warfare? Does it happen in far-off jungles, urban centers, or suburbia? Is there a possibility that we have domesticated the work of the Devil in our society? Commonly speaking, people consider exorcisms, witch doctors, and casting spells as evidence of spiritual warfare. But there are far more arenas in our Christian life in which the Devil is trying to find a foothold. This course is intentionally called "Christus Victor" because we believe that Jesus triumphed over the Devil on the cross and that he wants us to live in the freedom that comes from that triumph. In this course we will examine the concept of spiritual warfare in both expected and unexpected venues.

CHHM 628 African American Women in Church History 3
There are always multiple stories in history and while the story of men has more often been told, other stories do exist. This course will explore the story of African American Women. From enslaved women who heard a word of hope even when the preacher was not offering hope, to women today who hear a call for service and answer the call even when the opportunities to serve appear limited, African American women have been faithful. These women have been thread pullers, women who pull the threads of faith forward, and who have sought to improve the lives of the communities in which they lived. In this course we will meet well known and little know women who have made vital contributions to church and the work of the church in the 19th, 20th, and 21st centuries. This historical rooting will give students an additional lens through which to view other sociological, political, economic, and even theological movements that existed during this time period.
Prerequisites: CHHM-510 minimum grade C-

CHHM 640 Ministry on the Borderline: Tijuana 3
This course is designed to give the student an understanding of immigration and US policy. Though it will look at immigration and refugee issues in general, it will focus special attention on our border with Mexico with a week-long trip to Tijuana during Spring Break. The course will provide many opportunities to engage with the stories of immigrants, asylum seekers and deportees, learning the reasons for their decision to emigrate, the obstacles they have faced along their journeys, and the hopes they hold on to for their futures. The latter part of the class will consist of processing these experiences and seeing how what is learned might be incorporated into congregational and community ministries. Despite our immigrant roots as a country, our national dialogue about immigration has had a tendency to dehumanize those coming to the US in search of a new beginning. This course seeks to re-humanize our image of the sojourners who seek a new home with us, to connect their stories with our own, and to encourage church leaders to act first with compassion as we seek to fulfill Christ's command to welcome the stranger. The course meets once a week in either on-ground or online sessions during the semester, and participation in the trip to Tijuana is required.

CHHM 641 Crossing Borders, Welcoming Strangers: Understanding Immigration 3
This course provides an understanding of immigration and US policy, with special attention on the border with Mexico. Students will engage with the stories of immigrants, asylum seekers and deportees, learning the reasons for their decision to emigrate, the obstacles along their journeys, their hopes for the future, and then incorporate these learning into ministries with congregations and communities. This course re-humanizes the image of the sojourners and encourages church leaders to act first with compassion to fulfill Christ's command to welcome the stranger.

CHHM 651 Independent Study/Research in Christian Heritage 3
An independent study course for advanced students who desire to undertake intensive, independent research in one or several areas related to Christian Heritage. By permission and agreement with an appropriate instructor.
Prerequisites: CHHM-510 minimum grade C-

CHHM 660 Special Topics 3

CHHM 660A Special Topics: 20th Century Reformers and Revolutionaries 3
When you think of people who have changed the world in the 20th century, who comes to mind? Revolutionaries such as Lenin, Mao, Mandela, Malcolm X, and Che Guaverra were willing to overthrow the existing systems, while Reformers such as Karl Barth, Martin Luther King Jr., Pope John XXIII and Pope John Paul II, were willing to transform or change the existing systems. Will the 21st century be populated by revolutionaries or reformers? When you think of yourself, with whom do you align and how do you justify that alignment biblically?
Prerequisites: CHHM-510; BIBL-501 or BIBL-503

Counseling

COUN 550 MTS Research in Christian Counseling 3

COUN 620 Theory and Practice of Christian Marriage Counseling 3
Studies in pastoral care shows that pastors are usually the first professionals congregation members turn to when they experience difficulties. Research also shows that marriage and family issues rank as one of the top two categories that pastors are asked to respond to. This course will equip pastors and counselors with concepts and skills to minister effectively to couples experiencing marital difficulties, integrating both biblical principles and family systems theory. Students will learn to assess the immediate situation and possible generational issues in formulating their response, as well as recognizing when to refer. Students will also be challenged to deepen their ability to be self-reflective and how to use this as they counsel couples.
Prerequisites: PRMN 510
Course may be offered for audit

COUN 625 Ministry Among Immigrant Populations 3
Immigrant populations have increased in number and presence in the United States. They have been part of the history of this country since its origins. Theological reflection and the practice of a Christian ministry need to respond to these changes in US society. This course will reflect on the experience of immigrants in the US and the factors that characterize the experiences of immigrant groups in this country. A special emphasis will be given to theological and biblical reflections that will prepare seminarians for a ministry that considers the presence and contributions of immigrant groups and families in our communities.
Prerequisites: BIBL 501, BIBL 503, and PRMN 510
Course may be offered for audit

COUN 650 Independent Study in Christian Counseling 3-6
Independent reading set up by consultation between professor and advanced student. Specific objectives leading to deeper insights into counseling theory and practice are pursued in regular conference. Enrollment by permission of professor.
Prerequisites: PRMN 510

Denominational Requirement

DNOM 510 Baptist Emphases & Polity 3
This course is a study and evaluation of characteristic Baptist emphases in theology, polity and practice with the aim of enabling Baptist leaders to function more effectively in the context of ministry today. Student examination, analysis and evaluation of selected topics constitute a vital part of the course.
Prerequisites: CHHM 510
Course may be offered for audit

DNOM 511 United Methodist Hist and Early Doctrine Doctrine 3
This course explores three centuries of Methodist history, using standard denominational texts, classroom lectures and discussion. Meets the United Methodist ordination candidate's history requirement (Discipline, paragraph 315.4.d).
Course may be offered for audit

DNOM 512 United Methodist Doctrine and Contemporary Polity 3
This course deals with Part II of the United Methodist Book of Discipline, "Doctrinal Standards and Our Theological Task," using standard denominational texts, classroom lectures and discussion; and introduces the student to United Methodist polity. Meets the United Methodist ordination candidate's doctrine and polity requirements (Discipline, paragraph 315.4.d).
Course may be offered for audit

DNOM 513 Presbyterian Polity & Sacraments 3
Through a case study approach students will learn to apply the constitution of the church to specific issues at the congregational, presbytery, synod and general assembly levels. Attention will be given to the relationship between Reformed theology and Presbyterian polity. Attention will also be given to the theology and history of the sacraments, and to other rites celebrated by the church.
Course may be offered for audit

DNOM 514 Theology in the Reformed Tradition 3
A reading course designed for, but not limited Confessions, giving special attention to distinctive features and concerns of Reformed theology.
Course may be offered for audit

DNOM 520 United Methodist Doctrine and Polity 3
This course is offered 100% online at Drew University Theological School as WESM610. It is a continuation of WESM 600 focusing on two concerns: 1) enabling the student to understand the nature, mission, and functioning of the United Methodist Church as the institutional expression of its historical development and theological assumptions, to affirm and explore the institutional structures as viable instruments for ministry, to understand the nature of authority and power as they relate to the United Methodist structure, and to contribute to the process of change in the church structure; 2) a study of the origins of the United Methodist doctrinal heritage in the theology of John Wesley, Philip Otterbein, and Jacob Albright; the development of that heritage in the Methodist, Evangelical, and United Brethren families of churches; and the distinctive marks of that heritage. This course is offered in conjunction with Drew Theological School.

DNOM 521 United Methodist History & Mission 3
A study of origins, mission, organization, outreach, religious life, and key ideas, issues, events, and figures in the development of United Methodism as an international denomination. Will enable students to understand and evaluate United Methodism in light of its antecedent organizations, the broader historical context of the history of Christianity, and especially its engagement in mission. Will enable students to engage in responsible and articulate participation in the life and leadership of the United Methodist Church, effectively represent the tradition, and perceptively participate in ecumenical and interreligious dialogue. This course is offered in conjunction with Drew Theological School.

DNOM 650 Directed Study in Denominational Contemporary Polity 1-3

Doctor of Ministry

DMIN 900 Intro to Graduate-Level Writing 1.5
The purpose of this course is to assist students in growing their writing skills and basic research methods. In addition to writing itself, students will discuss Chicago style, plagiarism, evaluating and using sources, critical and analytical thinking, and use of rubrics for evaluating assignments.

DMIN 911H Spiritual Practices & the Growing Leader 3
Personal Transformation is the outcome of an intentional, ongoing, disciplined, and long-term process, involving God's activity and personal work and commitment. This course provides tools for an in-depth exploration of one's mind, body and soul and an invitation to embark on a journey of Personal Transformation, in relation to one's call and engagement of ministry. In this course, students will be introduced to the theories and practice of some disciplines such as: meditation and prayer, exploration of one's personality structure and ways of being in the world, cultivation of self-awareness and mindfulness, listening to one's own inner life, attentiveness to one's fully embodied presence in the world. As these practices expand our human potential for deep change and inner transformation, students are invited to continue their engagement of such disciplines beyond the duration of the course.

DMIN 912H Enduring Models of Leadership for Renewa 3
In this course, students formulate principles for leading ongoing revitalization of ministries. Two sets of sources provide the substance for developing these principles. The first set is historical biographies; the second is current case studies. These principles are gleaned from a probing examination of the intersections where leader biographies may speak to current case studies. Leaders selected for study are historic figures who led transformative ministries with lasting positive results. Case studies are created from actual incidents.

DMIN 919 Leadership Integrative Professnl Paper 3
Leadership Integrative Professional Paper - The course cluster, "Sustained Spiritual and Personal Maturation," includes a guided independent research paper of about 7000-7500 words. The paper's purpose is to integrate learnings from DMIN911H and DMIN912H, and to reflect insightfully on how the student's personal identity shapes their practice of ministry in setting; in other words, how who they are shapes what they do professionally. If the student elects to pursue one of the track options for the Doctor of Ministry degree, then this paper will engage ministry through the focus of the student's concentration and include books from their track's bibliography that would help inform their work.

DMIN 921H Leading the Dynamics of Change Mission Oriented Church 3
Leading the Dynamics of Change (3 credits) Participants will explore the church as a system, and the implications of systems thinking on leading a congregation. Participants will discuss the church as a community, and the church in the community; culture and its role; church health and vitality; and how all of this affects the church's ability to be a mission outpost in a changing world.

DMIN 923H Missional Renewal in Age of Globalizatn Culturally Diverse World 3
This course explores the implications of globalization for the church and its mission. "Globalization" is as big as the term suggests, referring to the coming together of many different cultures, socio-economic classes, and ideologies, thus creating cross-cultural, cross-socio-economic, cross-generational, interreligious and postmodern realities more than ever before. These realities pose challenges to congregations that seek to maintain the gospel's relevance in the world. What does missional renewal look like in light of these realities? This course addresses this question from sociological, theological and practical perspectives, as it considers the challenges of becoming missional congregations in the age of globalization.

DMIN 926 Colloquium Reflection Paper 3
This course is an opportunity for students to reflect on themes that courses in the DMIN curriculum might not otherwise address. The speakers/presenters are primary sources in their research and disciplines. By drawing on your master bibliographies, and the contents of the DMIN courses taken in Modules one and two, students will reflect on a selected event or events, and write one or two papers in response. The papers will engage the topic of the event from the student's own life and ministry context(s). In a real sense, therefore, this course, albeit a self-guided study, is an exercise in bridging contexts.
Course is Pass/Fail

DMIN 929 Missional Integrative Paper 3
The course cluster "Global and Local Ministry in Current and Future Worlds" includes a guided independent research paper of about 7500 words. The purpose of this assignment is for students to reflect clearly and insightfully on how their actual learnings from DMIN923H and DMIN931H may positively affect what and how they do ministry in their current setting, possibly including the wider community. If the student elects to pursue one of the track options for the Doctor of Ministry degree, then this paper will engage ministry through the focus of the student's concentration and include books from their track's bibliography that would help inform their work. Those who elect to pursue the standard curriculum, or General Track will focus according to their ministry context, but not with a given specialization in mind. Students are encouraged, if possible, to be thinking ahead to their Project Thesis when deciding the aim of this paper.

DMIN 931H Contexts, Perspectives, and Ministries In the 21st Century 3
This course explores the changing context of Christian ministry in the 21st century. Through readings, class discussions, and written work, students will explore issues related to understanding gospel and culture, reading future trends, the changing nature of church in a postmodern world and the interplay of renewal and discipleship for ministry. Participants will dialog and explore the role of the church in this new era, and the churches' call to be relevant in the context that it finds itself. Finally, the participants will look at the implications of becoming an authentic community.

DMIN 933H Project Thesisl Workshop and Resources Church Resources 3
This familiarizes students with research methodology for Doctor of Ministry projects. As the range of options are explored, differentiations are made between quantitative and qualitative, empirical and observational studies. Students will choose the method that best suits their developing project proposal and learn to design tools suitable for their study.

DMIN 939H Project Proposal Seminar 3
This course will prepare students for the presentation of an acceptable project proposal to the Doctor of Ministry Project Review Committee with a strong emphasis on developing leadership strategies for community renewal. We will also address vital issues within the student's context and discuss church sponsorship, volunteer management, fiscal and ethical responsibilities, partnering with complementary programs, and more, as needed for effective projects.

DMIN 943H Congregational Renewal 3
This course will seek to deepen understanding of the biblical and theological foundations for congregational transformation; understand relevant recent history; expand knowledge for concrete implementation; and deepen awareness of relevant literature. On the continuum of transformation, personal transformation occupies one end while community or social transformation occupies the other. Between these ends sits congregational transformation, on which this course will focus. Congregational transformation refers to a church's process of being transformed into the image of God in Jesus Christ, who longs to redeem creation and everyone in it. Practically speaking, it refers to a Spirit-led process that moves a congregation from focusing chronically inward to becoming genuinely missional. While congregational transformation is a process that God initiates and inspires, it also demands human engagement, commitment and effort.

DMIN 960 Project Completion and Oral Defense I 1.5

DMIN 961 Project Completion and Oral Defense II 1.5

DMIN 962 Project Completion and Oral Defense Continuation 1

DMIN 991H Doctor of Ministry Seminar I 3
Doctor of Ministry Seminar I - is a concentration specific course taken nevertheless by all students pursuing the optional curriculum tracks. The professor poses a particular problem situation(s) in ministry. Students address the problem(s) in several dimensions according to their track specialization.
Course is Pass/Fail

DMIN 992H Seminar in Prophetic Preaching and Teaching 3
This course explores problems currently discussed in homiletic and educational disciplines as they bear on speaking intentionally into specific situations with purpose and conviction. Key to this course is the cultivation of linkages between ministries of preaching and teaching, so the two are singularly focused and mutually enhancing.

DMIN 994H Seminar in Personal and Spiritual Transformation 3
This course looks carefully at, and practices, theory and technique at the intersection between spiritual disciplines, psychology, coaching, and spiritual direction.

Integrative Courses

INTG 510 A Guide to Seminary Writing 3
This course introduces students to seminary rubrics (expectations) and resources for graduate level theological writing, and gives opportunity for utilizing resources and applying rubrics to specific writing assignments in first level courses. Three types of assessment will occur: self, peer, and instructor. The student's self-assessment will become part of his/her ongoing seminary portfolio. This course is offered on a Credit/No Credit (CR/NC) basis only. This course is required for all master's students except for those who place out based on their orientation assessment process.

INTG 520 Critical Analysis in Theological Studies 3
This course will review the principles involved in critical analysis, a key skill for the completion of successful theological studies. It will review the different components that make up an "argument" and their relationship to critical thinking. Students will participate interactively, applying these concepts to actual reading materials. Students will also learn to evaluate the components that define a successfully written critical paper in theological studies. During the course, students will be required to construct and evaluate a final research paper applying the principles that they have learned. The topic of the paper can be one that has already been assigned in a different course in which the student is concurrently enrolled. This course is offered on a Credit/No Credit (CR/NC) basis only. This course is required for all master's students except for those who place out based on their orientation assessment process.
Prerequisites: Prerequisite: Take INTG-510

INTG 524 Church Renewal & Evangelism 3
"Church renewal leads to evangelism leads to church renewal leads to evangelism." At the risk of oversimplification, this process may well describe the whole of the Christian faith for the last 2000 years. At the very least, it describes the inseparable relationship between the two; for we cannot speak of renewal without evangelism nor evangelism without renewal. This course grounds this relationship theologically, as it guides us in biblical study as well as in contemporary issues that are relevant to the subject. By the very nature of renewal and evangelism, however, this course also compels us to understand the relationship practically, as it explores missional church models as well as church-based evangelism strategies.

INTG 524A Church Renewal & Evangelism: Part 1 1.5
"Church renewal leads to evangelism leads to church renewal leads to evangelism." At the risk of oversimplification, this process may well describe the whole of the Christian faith for the last 2000 years. At the very least, it describes the inseparable relationship between the two; for we cannot speak of renewal without evangelism nor evangelism without renewal. This course grounds this relationship theologically, as it guides us in biblical study as well as in contemporary issues that are relevant to the subject. By the very nature of renewal and evangelism, however, this course also compels us to understand the relationship practically, as it explores missional church models as well as church-based evangelism strategies.

INTG 524B Church Renewal & Evangelism: Part 2 1.5
"Church renewal leads to evangelism leads to church renewal leads to evangelism." At the risk of oversimplification, this process may well describe the whole of the Christian faith for the last 2000 years. At the very least, it describes the inseparable relationship between the two; for we cannot speak of renewal without evangelism nor evangelism without renewal. This course grounds this relationship theologically, as it guides us in biblical study as well as in contemporary issues that are relevant to the subject. By the very nature of renewal and evangelism, however, this course also compels us to understand the relationship practically, as it explores missional church models as well as church-based evangelism strategies.
Prerequisites: INTG-524A (Church Renewal and Evangelism)

INTG 531 Theology & Practice of Worship 3
This course explores the theological and the ecclesiological foundations of Christian worship. Ecclesiological considerations require us to engage specific traditions, whether broad and historical, or more local in scope. A specific task of the course, among others, is the construction of worship services that express the students' tradition, or independent congregational preferences. In addition to designing a worship experience, students will be required to link substantively the theological and ecclesiological bases of each specific facet of their worship experience, and explain these to the class.
Prerequisites: THLE-520 or THLE-521 minimum grade C-
Course may be offered for audit

INTG 531A Theology and Practice of Worship: Pt 1 1.5
This course explores the theological and the ecclesiological foundations of Christian worship. Ecclesiological considerations require us to engage specific traditions, whether broad and historical, or more local in scope. A specific task of the course, among others, is the construction of worship services that express the students' tradition, or independent congregational preferences. In addition to designing a worship experience, students will be required to link substantively the theological and ecclesiological bases of each specific facet of their worship experience, and explain these to the class.

INTG 531B Theology and Practice of Worship: Pt 2 1.5
This course explores the theological and the ecclesiological foundations of Christian worship. Ecclesiological considerations require us to engage specific traditions, whether broad and historical, or more local in scope. A specific task of the course, among others, is the construction of worship services that express the students' tradition, or independent congregational preferences. In addition to designing a worship experience, students will be required to link substantively the theological and ecclesiological bases of each specific facet of their worship experience, and explain these to the class.
Prerequisites: INTG-531A (Theology and Practice of Worship)

INTG 532 The Word and Words in Worship 3
Church pastors are responsible for sharing words in many ways, from leading liturgy to reading Scripture aloud, offering prayers to presiding at rites. The class will offer students the opportunity to explore and practice each of these. Students will prepare Scripture readings covering a variety of biblical genres, write and deliver prayers for different occasions, including a funeral liturgy, a wedding liturgy, a communion liturgy and a baptism/dedication liturgy, as well as a series of prayers for a worship service from select scriptural passages.

INTG 550 MTS Summative Project: Church, Culture, Diversity, and Issues of Justice 3

INTG 551 MTS Summative Project: Church and Missn 3

INTG 552 MTS Summative Project: Disciplship & Sp 3

INTG 553 MTS Summative Project:Family Ministries 3

INTG 555 MTS Summative Project: Support Ministr 3

INTG 570A Koinonia: Leading & Bldg Community-Part1 3
This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

INTG 570B Koinonia: Leading & Bldg Community-Part2 3
This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: INTG-570A

INTG 570C Koinonia: Leading & Bldg Community-Part3 3
This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.
Prerequisites: Prerequisites: INTG-570A and INTG-570B

INTG 580A Koinonia: Leading & Bldg Community-Part1 2
This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

INTG 580B Koinonia: Leading & Bldg Community-Part2 2
This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.
Prerequisites: INTG-580A (Koinonia: Leading and Building Community)

INTG 580C Koinonia: Leading & Bldg Community-Part3 2
This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.
Prerequisites: INTG-580B (Koinonia: Leading and Building Community)

INTG 581A Integrative Ministry Paper: Pt 1 1.5
The purpose of the Integrative Paper is to help students integrate the theory and practice of ministry. The paper will also provide an opportunity for students demonstrate a capacity to do theology in their contexts. In this paper a student will identify and explore a pastoral or leadership challenge within their ministry contexts and through sound theological method engage broadly with current theological opinion to find and implement their theological insights.

INTG 581B Integrative Ministry Paper: Pt 2 1.5
The purpose of the Integrative Paper is to help students integrate the theory and practice of ministry. The paper will also provide an opportunity for students demonstrate a capacity to do theology in their contexts. In this paper a student will identify and explore a pastoral or leadership challenge within their ministry contexts and through sound theological method engage broadly with current theological opinion to find and implement their theological insights.
Prerequisites: INTG-581A (Integrative Ministry Paper)

INTG 620 Theol - Poverty in Appalachian Context 3
This course will examine the underlying causes of poverty while differentiating between generational and situational poverty. The course will also consider the church's historical response to poverty continuing through contemporary models. Ultimately, the students will develop a contextually based response to poverty for their communities that reflects an undergirding of Scriptural principles.

INTG 621 Faith, Reason, and Justice: From Proclamation to Practice 3
This course will explore the interplay of faith, reason, and justice in the call of the Church to "put feet on" the Gospel. Students will investigate the ways in which the pursuit of social justice is grounded in the Gospel of Jesus Christ (and how some Christians reject that notion), as well as explore how Christians in various times and contexts have drawn on their faith and their understanding of what it means to faithfully follow Christ in order to "proclaim good news to the poor.proclaim freedom for the prisoners and recovery of sight for the blind [and] to set the oppressed free."

INTG 625 Foundations of Christian Community Development in Appalachia and Beyond 3
This course is designed to cover the principles of Christian community development and their practical applications that have emerged from a wide range of practices over time and have proven so helpful to ministries in West Virginia and beyond. Drawing on readings from leading practitioners such as John Perkins, Wayne Gordon, Soong-Chan Rah, Bob Lupton, Ron Sider, Kretzmann and McKnight, and Michelle Warren, this interdisciplinary course reviews cultural competencies; economic development concepts and strategies and the role of competition and government intervention within those; and congregational leadership and community empowerment with an eye towards asset-based community development, advocacy, and the roles of place, privilege, and community leadership in that process.

INTG 630 Interseminary Seminar - by Invitation Only 3
Each year in the fall semester, four Palmer students who have been chosen by the faculty take part in this seminar with students representing other area Protestant and Roman Catholic seminaries. Students are selected on the basis of academic achievement and their perceived ability to constructively interact with diverse theological and social viewpoints. The topic of the seminar varies each year and is usually an interdisciplinary subject selected by students and faculty representatives. By invitation only.
Instructor consent required

INTG 650 Independent Study in Integrated Topics Diversity, and Issues of Justice 1-6

Practice of Ministry

PRMN 510 Foundations of Pastoral Care and Counseling 3
This course introduces students to the theology and practice of pastoral care and counseling, both in their theoretical and practical dimensions. Some of the questions it will address are: ? What is pastoral care? How do we counsel people at times of need? ? When is it appropriate to counsel, and when is it better to refer people to those who are professionally trained? ? What practical skills do I need to have, in order to minister to people who are struggling with a crisis in their life, who are grieving the loss of a loved one, who are considering getting married or divorced, who live in a violent household, etc.? ? How can I take care of myself while I engage pastoral situations, which are often draining and overwhelming? ? How do I hold on to my faith and hope, as I encounter human realities, which seem un-redeemable and hopeless? ? How do I develop a plan of care, which helps me respond and anticipate the needs of my congregations? Students will learn the theological and historical foundations of pastoral care and counseling, in the context of congregations and communities of faith. They will practice together skills necessary to offer basic care and counseling, such as listening, presence, crisis intervention and assessment, boundary setting, pastoral assessment, brief counseling, appropriate referrals, etc. They will develop models of self-care, so that abuse of self and other can be prevented. They will engage in ongoing critical reflection about the variety of pastoral practices available so that the complexity and diversity of human realities and experiences can be adequately assessed, engaged and respected.
Prerequisites: SFRM-505 minimum grade C-

PRMN 510A Foundations of Pastoral Care and Counseling: Part 1 1.5
This course introduces students to the theology and practice of pastoral care and counseling, both in their theoretical and practical dimensions. Some of the questions it will address are: What is pastoral care? How do we counsel people at times of need? When is it appropriate to counsel, and when is it better to refer people to those who are professionally trained? What practical skills do I need to have, in order to minister to people who are struggling with a crisis in their life, who are grieving the loss of a loved one, who are considering getting married or divorced, who live in a violent household, etc.? How can I take care of myself while I engage pastoral situations, which are often draining and overwhelming? How do I hold on to my faith and hope, as I encounter human realities, which seem un-redeemable and hopeless? How do I develop a plan of care, which helps me respond and anticipate the needs of my congregations? Students will learn the theological and historical foundations of pastoral care and counseling, in the context of congregations and communities of faith. They will practice together skills necessary to offer basic care and counseling, such as listening, presence, crisis intervention and assessment, boundary setting, pastoral assessment, brief counseling, appropriate referrals, etc. They will develop models of self-care, so that abuse of self and other can be prevented. They will engage in ongoing critical reflection about the variety of pastoral practices available so that the complexity and diversity of human realities and experiences can be adequately assessed, engaged and respected.

PRMN 510B Foundations of Pastoral Care and Counseling: Part 1 1.5
This course introduces students to the theology and practice of pastoral care and counseling, both in their theoretical and practical dimensions. Some of the questions it will address are: What is pastoral care? How do we counsel people at times of need? When is it appropriate to counsel, and when is it better to refer people to those who are professionally trained? What practical skills do I need to have, in order to minister to people who are struggling with a crisis in their life, who are grieving the loss of a loved one, who are considering getting married or divorced, who live in a violent household, etc.? How can I take care of myself while I engage pastoral situations, which are often draining and overwhelming? How do I hold on to my faith and hope, as I encounter human realities, which seem un-redeemable and hopeless? How do I develop a plan of care, which helps me respond and anticipate the needs of my congregations? Students will learn the theological and historical foundations of pastoral care and counseling, in the context of congregations and communities of faith. They will practice together skills necessary to offer basic care and counseling, such as listening, presence, crisis intervention and assessment, boundary setting, pastoral assessment, brief counseling, appropriate referrals, etc. They will develop models of self-care, so that abuse of self and other can be prevented. They will engage in ongoing critical reflection about the variety of pastoral practices available so that the complexity and diversity of human realities and experiences can be adequately assessed, engaged and respected.
Prerequisites: PRMN-510A (Foundations of Pastoral Care and Counseling, Part1)

PRMN 520 Introduction to Homiletics 3
The foundational course in homiletics. Homiletics is the study of the history, theory (including homiletic theology), and practice of preaching. As such, the course builds on fundamentals of biblical interpretation, classical rhetoric, skills in understanding needs and behaviors of individuals and groups, and the best in modern communication studies. With an awareness that at least some preaching is required of most persons in practically every ministry (pastoral ministry naturally, hospital and military chaplaincies, national and international missions, campus ministries, and more) the course seeks to give students, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. Students will construct sermon outlines and preach at least one in-class sermon. Reading and/or viewing the sermons of noted preachers past and present is often a part of the course.

PRMN 520A Introduction to Homiletics: Pt 1 1.5
The foundational course in homiletics. Homiletics is the study of the history, theory (including homiletic theology), and practice of preaching. As such, the course builds on fundamentals of biblical interpretation, classical rhetoric, skills in understanding needs and behaviors of individuals and groups, and the best in modern communication studies. With an awareness that at least some preaching is required of most persons in practically every ministry (pastoral ministry naturally, hospital and military chaplaincies, national and international missions, campus ministries, and more) the course seeks to give students, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. Students will construct sermon outlines and preach at least one in-class sermon. Reading and/or viewing the sermons of noted preachers past and present is often a part of the course.

PRMN 520B Introduction to Homiletics: Pt 2 1.5
The foundational course in homiletics. Homiletics is the study of the history, theory (including homiletic theology), and practice of preaching. As such, the course builds on fundamentals of biblical interpretation, classical rhetoric, skills in understanding needs and behaviors of individuals and groups, and the best in modern communication studies. With an awareness that at least some preaching is required of most persons in practically every ministry (pastoral ministry naturally, hospital and military chaplaincies, national and international missions, campus ministries, and more) the course seeks to give students, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. Students will construct sermon outlines and preach at least one in-class sermon. Reading and/or viewing the sermons of noted preachers past and present is often a part of the course.

PRMN 521 Preaching Practicum 3
This course builds on "Introduction to Homiletics." The primary goal of the course is to give students as many opportunities to preach as many different types of sermons (such as communion sermons, funeral sermons, lectionary-based sermons, social crisis sermons, wedding sermons, etc.) as class size and time permit. Students have opportunities to develop more fully their skills both in preparation and delivery of sermons. Attention may be given in this course to the timing of sermons, advanced public speaking skills, and/or multiple traditional and contemporary approaches to sermon design (inductive preaching and sermon "moves," for example). As sermons are preached in class, faculty members and student peers join in supportive, constructive critique; a spirit of mutual encouragement for each member of the class is a major course goal.
Prerequisites: PRMN-520 minimum grade C

PRMN 528 Engaging Grief and Loss: Resources for Pastors, Congreg, Lay Pastoral Care Giver 3
This course provides pastoral care education on traumatic and natural losses and on the grieving processes associated with them. Course participants will be introduced to spiritual, theological, cultural, and scientific resources to better understand the complex effects of short and long term grief and grieving and the healing potential of appropriate pastoral care and counseling. Besides receiving theoretical material, course participants will be able to acquire tools and skills for spiritual guidance and pastoral care, to share with their congregations, their families, and the larger community in need (such as those communities which have been hit by natural disasters).
Prerequisites: SFRM-505 PRMN-510 minimum grade C

PRMN 529 Pastoral Counseling Through the Stages Of Life 3
Pastors and pastoral counselors are often called upon to minister to people in their congregation and community over a broad spectrum of ages and issues. This course will examine individual and family development stages and identify selected pastoral counseling issues that coincide with these stages. While some of these counseling issues are by nature crisis-oriented, students will also learn to respond to normal "everyday" situations experienced in congregational and family life. The course will draw from developmental psychology, systems theory, and pastoral counseling principles to equip students for effective ministry within a biblical and theological context.

PRMN 530 Special Topics 1-3

PRMN 530B The African American Preaching Tradition 3
This course will be built upon these units: the slave preachers, the trailblazing preaching of African American women, the relatively recent study of the "phonograph preachers," and African American preachers in the modern era to include among others Katie Geneva Cannon, Suzan Johnson Cook, Creflo Dollar, Wilda Gafney, Peter Gomes, Prathia Hall, Barbara Harris, Reverend Ike, Martin Luther King Jr, Eddie Long, Ella and Henry Mitchell, Pauli Murray, Carlton Pearson, Samuel DeWitt Proctor, Gardner Taylor, Renita Weems.

PRMN 530D Teaching the Faith 3
This course is designed to help students move beyond their personal formation as followers of Christ, to developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, it will include exploration of the history of Christian education in the United States, and an envisioning of Christian education for the 21st century.
Prerequisites: Take THLE-520 or THLE-521

PRMN 540 Organizational Management and Leadership 3
This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment, and transformation.

PRMN 540A Organizational Management and Leadership: Pt 1 1.5
This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment, and transformation.

PRMN 540B Organizational Management and Leadership: Pt 2 1.5
This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment, and transformation.
Prerequisites: PRMN-540A (Organizational Management and Leadership)

PRMN 570A Kerygma: Communicating the Gospel-Part1 3
The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

PRMN 570B Kerygma: Communicating the Gospel-Part 2 3
The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: PRMN-570A

PRMN 570C Kerygma: Communicating the Gospel-Part3 3
The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

PRMN 571A Leitourgia: Leading People-Part 1 3
This module will assist the learner to appreciate the cultural contexts of Christian worship within local churches and other ministry settings. It will explore biblical principles and historical traditions of worship, as well as current cultural forms and perspectives. Learners will develop their own theologies of worship, and gain skill in developing worship for their own cultural contexts. Learners reflect theologically on the essential elements of Christian worship and on their capacity to shape faith communities and engage culture. The module will include a strong practical component, offering principles, methods, and skills for both the design and leadership of worship. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

PRMN 571B Leitourgia: Leading People-Part 2 3
This module will assist the learner to appreciate the cultural contexts of Christian worship within local churches and other ministry settings. It will explore biblical principles and historical traditions of worship, as well as current cultural forms and perspectives. Learners will develop their own theologies of worship, and gain skill in developing worship for their own cultural contexts. Learners reflect theologically on the essential elements of Christian worship and on their capacity to shape faith communities and engage culture. The module will include a strong practical component, offering principles, methods, and skills for both the design and leadership of worship. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: PRMN-571A

PRMN 571C Leitourgia: Leading People-Part 3 3
This module will assist the learner to appreciate the cultural contexts of Christian worship within local churches and other ministry settings. It will explore biblical principles and historical traditions of worship, as well as current cultural forms and perspectives. Learners will develop their own theologies of worship, and gain skill in developing worship for their own cultural contexts. Learners reflect theologically on the essential elements of Christian worship and on their capacity to shape faith communities and engage culture. The module will include a strong practical component, offering principles, methods, and skills for both the design and leadership of worship. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.
Prerequisites: Prerequisites: PRMN-571A and PRMN-571B

PRMN 580A Kerygma: Communicating the Gospel-Part1 2
The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

PRMN 580B Kerygma: Communicating the Gospel-Part 2 2
The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.
Prerequisites: PRMN-580A (Kerygma: Communicating the Gospel)

PRMN 580C Kerygma: Communicating the Gospel-Part3 2
The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

PRMN 581A Leitourgia: Leading People-Part 1 2
This module will assist the learner to appreciate the cultural contexts of Christian worship within local churches and other ministry settings. It will explore biblical principles and historical traditions of worship, as well as current cultural forms and perspectives. Learners will develop their own theologies of worship, and gain skill in developing worship for their own cultural contexts. Learners reflect theologically on the essential elements of Christian worship and on their capacity to shape faith communities and engage culture. The module will include a strong practical component, offering principles, methods, and skills for both the design and leadership of worship.

PRMN 581B Leitourgia: Leading People-Part 2 2
This module will assist the learner to appreciate
Prerequisites: PRMN-581A (Leitourgia: Leading People in thePresence of God)

PRMN 581C Leitourgia: Leading People-Part 3 2
This module will assist the learner to appreciate the cultural contexts of Christian worship within local churches and other ministry settings. It will explore biblical principles and historical traditions of worship, as well as current cultural forms and perspectives. Learners will develop their own theologies of worship, and gain skill in developing worship for their own cultural contexts. Learners reflect theologically on the essential elements of Christian worship and on their capacity to shape faith communities and engage culture. The module will include a strong practical component, offering principles, methods, and skills for both the design and leadership of worship. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.
Prerequisites: PRMN-581B (Leitourgia: Leading People in the Presence ofGod)

PRMN 583A Integrative Ministry Project: Pt 1 1.5
In this course students will implement and reflect on their theological conclusion which they developed in INTG 581.
Prerequisites: INTG-581B (Integrative Ministry Paper)

PRMN 583B Integrative Ministry Project: Pt 2 1.5
In this course students will implement and reflect on their theological conclusion which they developed in INTG 581.
Prerequisites: PRMN-583A (Integrative Ministry Project)

PRMN 586A Teaching the Faith: Pt 1 1.5
This course is designed to help students move beyond their personal formation as followers of Christ, to developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, it will include exploration of the history of Christian education in the United States, and an envisioning of Christian education for the 21st century.

PRMN 586B Teaching the Faith: Pt 2 1.5
This course is designed to help students move beyond their personal formation as followers of Christ, to developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, it will include exploration of the history of Christian education in the United States, and an envisioning of Christian education for the 21st century.
Prerequisites: PRMN-586A (Teaching the Faith)

PRMN 611 Coaching Skills for Today's Leaders 1.5-3
This course will equip students with basic coaching skills that can be integrated and incorporated into their ministry setting. Coach training can dramatically enhance the ministry leader's effectiveness as a leader and greatly increase the impact within their faith community and the larger local community.
Course may be offered for audit

PRMN 612 Personal Growth and Transformation Through Movies 3
Introduces movies and clips from movies as a ministry tool for growth and transformation in oneself and others. Teaching and learning strategies include viewing and reflecting on selected movies, readings in transformation and group facilitation, individual and small group work, and brief classroom presentations. Each student will identify his or her primary leadership style and how it encourages transformative growth in others. The class will also investigate a variety of styles linked with transformational growth including a Midwife Leadership Style. Includes individual and small group work during and after the intensive.
Course may be offered for audit

PRMN 615 Nuts&bolts of Practical Ministry 3
This course introduces students to the practical skills and pastoral dynamics of ministry. We will take a nuts and bolts approach to issues and tasks pastors face every day. Some of the topics we will cover are: developing and living within the church budget, administration of the church office, relating to staff members, developing and implementing new programs, training leaders, changing and or adding new worship services, and a strategy for the first year in a new pastorate.
Course may be offered for audit

PRMN 619 Missional Preaching 3
"Biblical preaching remains one of the primary ways in which leaders influence God's people and shape the church." Assuming this statement to be true, this course provides ways to understand the Scriptures with missional eyes and to craft sermons accordingly.
Prerequisites: Take PRMN-520 minimum grade C

PRMN 629 Biblical Storytelling 3
"Biblical Storytelling is a spiritual discipline that entails the lively interpretation, expression and animation of a narrative text of the Old and New Testament that has been first deeply internalized and is then remembered, embodied, breathe and voiced by a teller/performer as a sacred event in community with an audience/congregation." (Master Storyteller, Dennis Dewey). The story once embodied and shared beyond the four walls of sanctuary enables us to share the gospel. It becomes in essence a "storied spirituality" in which the teller and listener become engaged in a "language event" which acts as an experiential vehicle of God's Kingdom. (Ian Scott)
Prerequisites: BIBL-513 recommended.; BIBL-501 OR BIBL-503 minimum grade C

PRMN 632 Preaching As Communication 3
Pastors, Christian educators, denominational workers, worship leaders, missionaries, and all church leaders engage in communication every day. This course is designed to help church leaders communicate clearly in every possible setting. Persuasion is the real authority of a leader and learning the art of persuasion is an essential skill for church leaders. The course will include practical aspects of communication such as directing small groups, making budget presentations, articulating a vision for a church executive council, teaching Sunday School, and preaching. Persuasion, argument, communication, and all the tools of rhetoric will be employed to aid the student in learning how to clearly give direction, vision, encouragement, and power to the church. This course will satisfy the requirement for a preaching practicum and provide skills for students who will work in the church in other positions than pastor.

PRMN 633 Christian Education in the 21st Century 3
This course will focus on how we do Christian Education in the local church in the 21st Century. How do we incorporate everything from classical spiritual disciplines to multimedia in educational ministry for children, youth and adults. Practice of Ministry elective.

PRMN 635D SpTop: Jesus, "Just-Us" (Justice), and Joy 3
Creative, compassionate, social engagement is essential to every healthy democratic society. Yet, persecution, injustice and abuse still run rampant - threatening the fabric of civilization. This course is an invitation to explore how and why Christian communities work to transform the social order in the twentieth century. One could say that the chief signifying "event" of Christianity has the transcendent and infinite God of the Hebrew Bible, whose name cannot even be spoken-YHWH-taking on the flesh of a first-century man named "Jesus," who spends most of his life healing the sick, feeding the hungry, and living in solidarity with laborers, tax collectors, and prostitutes. He routinely reminded his followers that they were to called to be stewards of the Kingdom enacting the idea that entry into that Kingdom is very much tied to what one does in this world for the least, which is to say the most "worldly," among us. Students will be invited to examine the fusion between personal compassion and compassion expressed by groups and communities. We will explore questions such as: What is the connection between faith and compassion? How do congregations, communities of faith, social structures, etc. work to create compassion? conflict? How can a society or group be said to have a soul? Moreover, in this course, students will encounter works that invite self-examination around their positions within these systems, and this examination will help us to work towards developing empathy and understanding for others. Students will also think about the question, "What can we do?" This question will help you to think about your own position and how we can take the material that we've explored to create a more just and equitable society for all. Finally, we will probe how Christian activist cultures relate to a host of social issues including, but not limited to: congregational decline, suicide, prison reform, the environment, unemployment, race, gender and nationalism, Black Lives Matter, police brutality and healthcare.

PRMN 635E SpTop: Online Tools for Ministry Joy 3
In this rapidly changing world, people have integrated technology in significant ways into their everyday lives. This seminar course equips one to develop strategies for?utilizing modern technology and digital media to assist with evangelism, discipleship, and the growth and development of communities of faith.?(Digital media includes any form of technology that can be distributed via an electronic device). Students will explore the benefits of using technology to enhance ministry and make disciples, become familiar with a variety of relevant online tools, and will be led in a discernment process to determine which tools would be most useful in their own context.?This course is designed to provide a strong orientation for integrating faith and technology, providing practical exercises and skills training. Additionally, we will present strategies for mobilizing volunteers to assist with developing a team-based model for modern ministry.

PRMN 636 Preaching From the Book of Revelation 3
A study of the much-maligned book of Revelation as a foundation for stirring pastoral and prophetic preaching in our time. Setting the book squarely in its historical setting and embracing it as the apocalyptic literature it is, we will study as much of the intriguing, powerfully hopeful book as time allows, establishing foundations for preaching our own timely sermons on the basis of John's visions. We will give a measure of attention to some of the great sermons in preaching history that were based on texts from Revelation. Several of the diverse contemporary interpretations of Revelation will be explored.

PRMN 638 Birthing & Growing Small Groups: Nurturing and Connecting Ministry Across Generations 3
Ministry is full of small groups but they are not the same. We need a variety of strategies and a variety of leadership styles to effectively nurture groups. We will explore questions like: What theoretical knowledge and strategies inform our decisions in leading groups? What strategies and behaviors can be learned (or unlearned) to increase my "toolbox" for effectively leading a group? In what ways does the type of group or the purpose of the group inform my strategy? Does it make a difference if the group is volunteers or staff? What are effective strategies with different generations as well as effective strategies that bridge generations? These are some of the questions that will be explored in this course.

PRMN 642H Counseling Skills for Ministry Delivery) 3
Becoming a more effective counselor in a ministerial context requires the development of specific counseling skills such as listening actively and reflectively, reframing, paraphrasing, etc. It also requires learning about specific models that provide a framework of reference to the counseling process. This intensive course will focus on the development and practice of counseling skills for ministry. Throughout this course students will not only learn about the theoretical aspects that support the development of specific counseling skills but will have the opportunity to practice them to gain more confidence in their counseling ministries.

PRMN 643 Dealing With Anger in Self & Ministry 3
All of us deal with anger individually, in our relationships, and in ministry situations. While some Christians respond well to these challenges others experience confusion and anxiety, and respond in ineffective ways. This course, designed for those training to become pastors or counselors, will examine biblical principles regarding anger and develop a theological framework to understand God's response, and our own behavior regarding anger. We will explore our personal experiences and responses to anger from a family systems approach and identify where and how we can grow as individuals. We will also explore how anger can manifest in other Christians and congregations, and how we can facilitate others to turn these into learning experiences.

PRMN 644 Trauma-Free Zone: Psycho-Spir Resources 3
What constitutes trauma? What is the impact of trauma on the bodies, minds, souls, and relational lives of individuals and communities? Given the pervasive nature of violence in the contemporary world, can we imagine ever standing in a Trauma-Free Zone? Beyond clinical and therapeutic resources, what spiritual resources are there for us to engage a traumatized world, and restore it to its intended beauty and wholeness? In this course we will seek to understand the severe disruption that traumatic experience can cause in the lives of individuals, communities, and countries. We will accomplish this task by studying trauma theory and by practicing basic assessment skills. Also, we will explore some of the rich resources available in our Christian tradition, and seek to learn from mystical and relational theologies how to move from brokenness to wholeness, from the "Good Friday" of traumatic disruption, to the "Resurrection Sunday" of re-integration and post-traumatic recovery. The course is designed for students, lay and clergy pastors who are interested in making a difference in their personal and family life, in their congregations, in their communities, and in the aftercare needs of survivors of human trafficking.

PRMN 645 Counseling Individuals and Families With Addictions 3
Addictive behaviors are very prevalent in our culture and in our churches. We are becoming more aware of, and openly acknowledging, the many forms that addictive behaviors can take and the extreme damage it brings to individuals and those around them. Christians are not immune from these behaviors, and pastors are called on more than ever to respond with compassion and effective counsel to those struggling with addictions and those affected by the addictions of others. In this course we will identify common behaviors and root causes of addictive behaviors, including alcohol, substance abuse, gambling, and sexual addictions. The course will include presentations, guest speakers, videos, field trips, and experiential learning. The issue of addictions and recovery will be examined through both theological and systemic lens, with the goal of equipping pastors and counselors to provide effective counsel and discernment about appropriate referral.
Prerequisites: Take PRMN-510 or SFRM-506; Minimum grade of C-

PRMN 646 Healing From Trauma: Psychological and Spiritual Resources 3
What constitutes trauma? What is the impact of trauma on our bodies, minds, souls, and communities? Given the pervasive and systemic nature of violence in our world, could we ever imagine living free of trauma? This course will explore trauma theory and its effects in the lives of people and communities as it relates to a myriad of issues (i.e. war, migration, poverty, gun and family violence, etc.). Throughout the course and the practice of basic skills, participants will identify spiritual, psychological and emotional resources that help us to break away from the endless cycle of violence, and to reclaim our presence in the world in ways that promote God's peace rooted in justice. The course will include and exploration of resources that are available in our Christian tradition and invite us to overcome evil with good (Rom. 12:21) for ourselves and our communities.

PRMN 647 Managing Conflict Within Congregations 3
Conflict has been present among God's people from the beginning, and the Bible describes numerous situations dealing with conflict that reoccur often within our contemporary church experiences. Conflict can be destructive-and conflict can lead to exciting change! This course will equip students to better understand the nature of conflict, understand different conflict management styles (including their own preferred styles), and how to respond effectively when conflict is present in their church. This course will also explore how our personal and professional responses to conflict are tied to our past and present relationships, and gain healthy ways to deal with our own anger.
Prerequisites: PRMN-510 minimum grade C-

PRMN 650 Independent Study in Pastoral Ministry 3
This course offers opportunity for individual involvement in a significant research project or readings in a specialized area of ministry.

PRMN 651 Independent Study in Christian Education 3
Student will design learning contract with professor utilizing readings, research papers and conferences to gain insights on Christian education theory and practice.

Spiritual Formation

SFRM 505 Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation 3
This course will familiarize students with the foundational aspects of spiritual formation and spiritual disciplines so that their journey of formation and transformation will be intentional, meaningful, and grounded in our rich Christian tradition.

SFRM 506 Nurturing Spiritual Life & Character II Journey to Wholeness 3
Building upon their learning and work in NLC I, students explore the implications of spiritual and emotional health in the context of their call to leadership.
Prerequisites: Take SFRM-505

SFRM 507 Nurturing Spiritual Life & Character III The Christian Leader 3
In this course, students explore and demonstrate their ability to integrate their personal faith and spiritual growth with their understanding of the practice of ministry in context. Prerequisite: SFRM-506;, CHHM-510; THLE-520 or THLE-521; minimum of 52 credits.
Prerequisites: Take SFRM-506 and CHHM-510; Take THLE-520 or THLE-521

SFRM 530 Special Topics 3

SFRM 530A Spirituality in Social Justice 3
"He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and love kindness, and to walk humbly with your God?" (Micah 6:8) What does it mean to "walk humbly with God" as we "do justice and love mercy?" How do we discern our part in the struggle and not become overwhelmed by the magnitude of the societal issues that need to be addressed? How do we "ground" our spiritual journeys in ways that help us to act from a place of love and wholeness as we embody Christ to bring healing to a broken world? Using Scripture, as well as the works of ancient and contemporary writers, students in this course will explore the intersectionality of healthy spiritual formation and positive social action as they reflect on their own roles in the Church and in society.
Prerequisites: Take SFRM-505

SFRM 570A Paideia: Spiritual Formation-Part 1 3
The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

SFRM 570B Paideia: Spiritual Formation-Part 2 3
The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: SFRM-570A

SFRM 570C Paideia: Spiritual Formation-Part 3 3
The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.
Prerequisites: Prerequisites: SFRM-570A and SFRM-570B

SFRM 580A Paideia: Spiritual Formation-Part 1 2
The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

SFRM 580B Paideia: Spiritual Formation-Part 2 2
The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.
Prerequisites: SFRM-580A (Paideia: Spiritual Formation)

SFRM 580C Paideia: Spiritual Formation-Part 3 2
The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.
Prerequisites: SFRM-580B (Theologia: Doing Theology in Context)

SFRM 615 Faith and Fiction 3
For centuries, writers have used (and misused) themes from Christian theology and history in service of the plot lines of popular fiction. These works can be inspiring and engage us in ways that deepen our faith, or they can be controversial and foster misunderstanding and error (sometimes a little of both!). Also, 57 when an author touches on a sensitive or controversial topic, the reaction of many Christians has been to condemn the work-often without careful reading or meaningful critique-or to dismiss the book as "just fiction." Yet these books (especially when they become bestsellers) can heavily influence the thinking of both believers and non-believers alike. Focusing on selected examples of modern popular fiction, students in this course will explore and think critically about the use of theology and church history/tradition in fiction (mostly secular), and how the material may influence popular culture. Students will be evaluated, in part, on their ability to formulate thoughtful, effective ways to either make use the material in preaching/teaching/engaging believers and unbelievers in the faith journey, or to effectively articulate appropriate responses to material that provides inadequate/inaccurate views of Christian life and faith.
Course may be offered for audit

SFRM 618 Journeys in Spiritual Care & Transformat 3
Building upon the spiritual principles and practices introduced in SFRM510 Spiritual Formation, this course guides students into a deeper engagement with their transformative spiritual journey. Students will reflect upon their current personal journeys, and engage in practices that encourage spiritual self-care and draw them into deeper intimacy with God "for the sake of others." Note: the course will be taught in a retreat format, which will take place at a local retreat center. There will be an additional cost for accommodations and meals at the retreat center.
Prerequisites: Prerequisite: SFRM-505

SFRM 650 Independent Study in Spiritual Formation 3
A guided course intended for advanced students who wish to do intensive, independent research in a topic related to Spiritual Formation. Credit hours determined with professor.

Supervised Ministries

SUPV 522 Clinical Pastoral Care Practicum (cpc) 3
Pastoral visitation in a hospital or other institutional setting under clinical supervision. Verbatim reports, reading critiques, supervision, peer discussion and in-service learning experiences are included in the program. At least 160 hours of supervised learning is required. Offered during fall or spring semesters and in January or Summer terms. SUPV-532 may be taken in place of SUPV-522.
Prerequisites: Take THLE-520 or THLE-521

SUPV 525 Theological Field Education 1A 1.5
The first year of theological field education (TFE) is comprised of supervised ministry in a church-based setting. Faculty-led seminar groups utilize an integrative reflective and practice model. Students must begin theological field education courses with the fall semester and remain in the same seminar group and site placement through fall and spring semesters. SUPV-525 represents the first (Fall) semester of first-year TFE, to be taken in conjunction with SUPV-526 in the subsequent Spring semester.
Prerequisites: Take PRMN-510 and SFRM-505; Minimum grade of C-

SUPV 526 Theological Field Education 1B 1.5
The first year of theological field education (TFE) is comprised of supervised ministry in a church-based setting. Faculty-led seminar groups utilize an integrative reflective and practice model. Students must begin theological field education courses with the fall semester and remain in the same seminar group and site placement through fall and spring semesters. SUPV-526 represents the second (Spring) semester of first-year TFE, to be taken in conjunction with SUPV-525 in the prior Fall semester.
Prerequisites: THLE-520 or THLE-521, minimum grade C-, and SUPV-525

SUPV 530 Theological Field Education 2A 2
SUPV-530/531 is required after completion of Theological Field Education 1A & 1B for M.Div. students who are opting NOT to complete a full 400 hour CPE as the clinical internship. The focus is on enhancing and identifying personal and professional areas of growth for ministry in weekly seminar groups. Students must begin theological field education courses with the fall semester and remain in the seminar group and site placement through fall and spring semesters. SUPV-530 represents the first (Fall) semester of second-year TFE, to be taken in conjunction with SUPV-531 in the subsequent Spring semester. Completion of a full 400 hour CPE (6 credit hours) will satisfy an M.Div. student's second-year TFE requirements in place of SUPV-530/531.

SUPV 531 Theological Field Education 2B 2
SUPV-530/531 is required after completion of Theological Field Education 1A & 1B for M.Div. students who are opting NOT to complete a full 400 hour CPE as the clinical internship. The focus is on enhancing and identifying personal and professional areas of growth for ministry in weekly seminar groups. Students must begin theological field education courses with the fall semester and remain in the seminar group and site placement through fall and spring semesters. SUPV-531 represents the second (Spring) semester of second-year TFE, to be taken in conjunction with SUPV-530 in the prior Fall semester. Completion of a full 400 hour CPE (6 credit hours) will satisfy an M.Div. student's second-year TFE requirements in place of SUPV-530/531.

SUPV 532 Clinical Pastoral Education 3-6
A basic CPE unit of supervised clinical pastoral education in certified CPE centers. The program includes verbatim writing, lectures, visitations, on-call involvement, peer process group, individual supervision and in-service learning experiences. At least 400 hours of supervised learning is required. Offered 12 weeks in the summer or as an extended experience throughout the academic year. Supervised Ministries Department and institutional chaplain. May be substituted for SUPV-522 CPC; completion of a full 400-contact hour CPE (6 credit hours) can also be credited toward SUPV-530/531 Theological Field Education 2A&2B.
Prerequisites: Take SFRM-505 and PRMN-510; Minimum grade of C-; Take THLE-520 or THLE-521

SUPV 535 Theological Field Education 3A 1.5
May be required after completion of Theological Field Education 1A & 1B for some M.Div. students in order for them to meet ordination requirements. Other students may choose to take it as an effective order to deepen their experience. The focus is on enhancing and identifying personal and professional areas of growth for ministry in weekly seminar groups. Students must begin theological field education courses with the fall semester and remain in the seminar group and site placement through fall and spring semesters. SUPV-535 represents the first(Fall) semester of second-year TFE, to be taken in conjunction with SUPV-536 in the subsequent Spring semester.

SUPV 536 Theological Field Education 3B 1.5
May be required after completion of Theological Field Education 1A & 1B for some M.Div. students in order for them to meet ordination requirements. Other students may choose to take it as an elective in order to deepen their experience. The focus is on enhancing and identifying personal and professional areas of growth for ministry in weekly seminar groups. Students must begin theological field education courses with the fall semester and remain in the seminar group and site placement through fall and spring semesters. SUPV-536 represents the second(Spring) semester of second-year TFE, to be taken in conjunction with SUPV-535 in the prior Fall semester.

SUPV 650 Theological Field Ed. Internship 1.5-4.5
This elective internship offers the possibility of an intensive serving/learning experience in ministry. Arrangements must be negotiated with and approved by the Supervised Ministries office. This elective may supplement, but cannot be taken in the place of, INTG-520/521 or INTG-530/531. No more than 4.5 elective credit hours can be earned in supervised ministries area.

Theology

THLE 510 Theology and Ethics of Congregational Life 3
This course explores the nature and mission of the church through its identity as people of God who are called to bear witness to the good news of God's reign. Giving priority to self and the local congregation, participants address questions asked by contextual methodologies from several disciplines, especially theological ethics and congregational studies.

THLE 520 Syst.Theo.& Ethics: Vision of Community 3
This course probes several major themes in Systematic Theology with the intention of cultivating the student's ability to think deeply and carefully about their beliefs in dialogue with Christians past and present, from the Mediterranean basin to global points of view. A critical component of this exploration engages the ethical implications of Christian theology. This course will discuss major themes within the framework of two major focal points: the Trinitarian God and vision of God expressed as God's Reign. Within those two major themes, the course will discuss Scripture, the doctrine of Creation, theological anthropology, the problem of sin, and the gift of grace. In all of this, the course attends to the student's ability to think, articulate and apply beliefs and ethics clearly and cogently to life and ministry.
Prerequisites: #Take THLE-510 BIBL-501 BIBL-503; Minimum grade of C-

THLE 521 Syst.Theo.& Ethics: Reign of God 3
This course probes several major themes in Systematic Theology with the intention of cultivating the student's ability to think deeply and carefully about their beliefs in dialogue with Christians past and present, from the Mediterranean basin to global points of view. A critical component of this exploration engages the ethical implications of Christian theology. This course will discuss major themes within the framework of two major focal points: the Trinitarian God and the eschatological Reign of God as God's encompassing vision for creation. Within those two major themes, the course will examine more closely the Persons of the Trinity-the Creator as the Dabar of the Reign, Jesus Christ as the Embodiment of the Reign, and the Holy Spirit as the Ruach of the Reign-as well as the doctrines of salvation (soteriology), the church (ecclesiology), and the "last things" (eschatology). In all of this, the course attends to the student's ability to think, articulate and apply beliefs and ethics clearly and cogently to life and ministry.
Prerequisites: #Take THLE-510 BIBL-501 BIBL-503; Minimum grade of C-

THLE 550 MTS Research in Theology 3
This course represents the first of two summative projects required for the MTS in Theology, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project.
Prerequisites: Prerequisite: THLE-520 or THLE-521

THLE 550A MTS Research in Theology 3
This course represents the first of two summative projects required for the MTS in Theology, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project.
Prerequisites: Prerequisite: THLE-520 or THLE-521

THLE 551 MTS Internship in Christian Faith and Public Policy 3-6

THLE 551A MTS Internship in Christian Faith and Public Policy 3-6

THLE 552 MTS Research in Christian Faith and Public Policy 3

THLE 570A Theologia:doing Theolog in Context-Part1 3
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

THLE 570B Theologia: Doing Theol in Context-Part 2 3
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: THLE-570A

THLE 570C Theologia: Doing Theol in Context-Part 3 3
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.
Prerequisites: Prerequisites: THLE-570A and THLE-570B

THLE 580A Theologia: Doing Theol in Context-Part1 2
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

THLE 580B Theologia: Doing Theol in Context-Part 2 2
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.
Prerequisites: THLE-580A (Theologia: Doing Theology in Context)

THLE 580C Theologia: Doing Theol in Context-Part 3 2
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.
Prerequisites: THLE-580B (Theologia: Doing Theology in Context)

THLE 581 Doing Theology I: Theological Method and Reflection 3
The course focuses on the nature, method, and sources of theological method and reflection, helping students to understand the relationship between Christian confessions, historical influences and method. Students begin to "exegete" the theology of their context as well as beginning to identify their own theological presuppositions. This course also provides and overview of the six classical church practices. It will be offered in every Summer 2 and Spring 1 Semester.

THLE 582A Doing Theology 2: Exploring the Doctrines of the Christian Faith: Part 1 1.5
This course introduces Christian theology as a critical discipline in the church and in relation to wider society. It serves as a basic introduction to some of the traditions and diversity of Christian understandings for students both unfamiliar and familiar with the various expressions of Christianity.
Prerequisites: THLE-581

THLE 582B Doing Theology 2: Exploring the Doctrines of the Christian Faith: Part 2 1.5
This course introduces Christian theology as a critical discipline in the church and in relation to wider society. It serves as a basic introduction to some of the traditions and diversity of Christian understandings for students both unfamiliar and familiar with the various expressions of Christianity.
Prerequisites: THLE-582A (Doing Theology 2: Exploring the Doctrines of theChristian Faith)

THLE 611 Theology & Public Policy 3
A theological/biblical analysis of the problems involved in moving from biblical revelation and theological concepts to concrete public policy proposals. This is a required course for the M.T.S. concentration in Christian Faith and Public Policy and is a prerequisite for other courses in that concentration.

THLE 612 Political and Public Theologies 3
This course is designed to provide theological and ethical reflection on political thought and action. Representative doctrines for the Christian faith will be discussed with their implications for responding to government and politics. Participants will explore classical and contemporary formulations of the relationship between the church and the socio-political order. Biblical, historical and philosophical resources will be examined and interrogated. In addition, students will be asked to question two divergent yet related schools of thought: political theology and public theology. Our chief objective will be to consider sound theological-ethical options for Christians as they participate in the political order. This is a required course for the M.T.S. concentration in Christian Faith and Public Policy.
Prerequisites: Prerequisite: THLE-520 or THLE-521

THLE 623 Christian Social Ethics 3
An introduction to ethical discourse, this class will survey the field of theological ethics so that Christians may engage the ethical issues of the common life, shape the institutions of society, and aid persons in forming faithful and objective moral judgments about public matters. Special attention will be given to the relationship between Christian faith and economics, politics and law. A sub-theme will be ecclesiology, a critical examination of the mission and purpose of the Church.

THLE 624 Truth and Transformation: the Ethics of The Visionary 3
The goal of this course is to explore ethical and philosophical dimensions of projects of social and political transformation. The category of "vision" will be developed and deployed metaphorically; used as a trope to describe how moral actors receive, review and relate messages to their constituencies. Attention will be paid to how specific moral actors were "educated" by these messages, how specific moments and stages in their lives were formative for their emotional, intellectual and "spiritual" maturation and how this maturation impacted broader social dramas. An attempt will be made to probe the critical interplay between the individual moral subject and the social dramas and currents that shaped their eras. Selected historical personages will be viewed as religiousis homoiousios, as prismatic figures embodying certain constitutive features of their time, people or civilization.

THLE 625 The Church As Community of Compassion 3
This class will identify, explore and interrogate strategies by which local faith communities enact moral and aesthetic resources to create cultures of compassion and technologies of concern. The class rests upon the assumption that compassion is a central feature of our discipleship and an inexpungeable dimension of Christian ethics. In a world in which many of our differences are settled in a theatre of violence - military, legal, economic, political, religious or domestic - how does the church serve as a healing agent, as community of reconciliation? What does a compassionate church look like? What does a compassionate disciple look like?
Prerequisites: THLE-510 minimum grade C-

THLE 631 Persevering Hope: Evil, Suffering and Goodness of God 3
The daily news is filled with reports that may provoke questions about the goodness of God. If God is good, then why does God allow people to do evil things? If God is good, then why does God allow so much suffering? People in professional ministry are regularly faced with these and related questions arising both from our personal experiences and the personal experiences of those whom we serve. The purpose of this course is to equip the participants and those they serve in ministry to persevere in hope in the face of personal encounters with evil and suffering.
Prerequisites: Take BIBL-501 or BIBL-503; minimum grade C-

THLE 637 Theology and Ethics of Martin Luther Kin 3
This class will examine the theological and philosophical foundations of the life and work of Dr. Martin Luther King, Jr. Attention will be paid to King's understanding of God, Christ, the Church and humanity, and how the interplay of these themes informed his quest to critique, contest and transform North American civilization and the emerging global order. Students will be asked to probe into King's identity as a minister of the gospel, explore his role and significance in the history of the Church, and examine his international theological legacy. Finally, students will be invited to discover the implications of King's work for contemporary ministry.
Prerequisites: Take THLE-520 or THLE-521 minimum grade C-

THLE 650A NCSS Interaction/Reflection Seminar 4

THLE 652 Research in Public Policy 1-3
An independent study course for advanced students who desire to undertake intensive, independent research in issues related to Christian Faith and Public Policy. By permission and agreement with an appropriate instructor.
Prerequisites: Prerequisite: THLE-520 or THLE-521

THLE 660 Special Topics 3

The Doctor of Ministry (D.MIN.) in Contextual Leadership

Palmer Theological Seminary's Doctor of Ministry in Contextual Leadership trains Christian leaders to nourish the connection between healthy spiritual life and sustained vitality in ministry. On this foundation, the curriculum prepares students to discern the interpersonal dynamics that complicate changes in community life. Since local communities and ministries exist within wider societies and cultures, assessing the connections between local and global movements requires additional skills. These skills guide envisioning, implementing, and assessing contextually relevant, cutting-edge ministries. A stream running throughout the program is a transformative understanding of the nature and mission of the church that honors the past while adapting to ever-changing contexts. Students may choose to study the General Curriculum, or they may select a concentration track that consists of two courses in one of three concentrations: Prophetic Teaching and Preaching; Religion and Public Policy; or Personal and Spiritual Transformation.

Requirements for Palmer's Doctor of Ministry degree consist first of four modules of course work taken over a period of two-years. Courses are completed online. Two of the four modules include independent work on integrative professional papers. One requires attendance at a colloquium and a reflection paper responding to the speaker. The second major requirement is a qualifying assessment interview, which precedes enrollment in the summative Project Thesis courses. The minimum GPA for moving to the Project Thesis is 3.0. This capstone project will be of significance for the ministry of the student in her or his setting, and for others in ministry as well. It normally is defended in the third year of studies. Submission of the Project Thesis and a successful oral defense mark the culmination of the program.

Graduation Requirements

To be recommended for the D.Min. degree, the candidate must:

1. Satisfactorily earn 36 credit hours, including all of the prescribed course requirements, plus fulfillment of financial and library obligations.
2. Satisfactorily complete and defend their project.

D.MIN. Core Curriculum

Code	Title	Credit Hours
Sustained Spiritual and Professional Maturation		
DMIN 911H	Spiritual Practices & the Growing Leader	3
DMIN 912H	Enduring Models of Leadership for Renewa	3
DMIN 919	Leadership Integrative Professnl Paper (Concentration focused)	3
The Psychosocial Dynamics of Renewal		
DMIN 921H	Leading the Dynamics of Change Mission Oriented Church	3
DMIN 943H	Congregational Renewal [1]	3
DMIN 926	Colloquium Reflection Paper (in relation to the cluster theme)	3
Global and Local Ministries in Current and Future Worlds		
DMIN 923H	Missional Renewal in Age of Globalizatn Culturally Diverse World	3
DMIN 931H	Contexts, Perspectives, and Ministries In the 21st Century [1]	3
DMIN 929	Missional Integrative Paper (Concentration focused)	3
Qualifying Assessment Interview for Proceeding to the Project Thesis		
Methods of Study and Professional Project (Thesis)		
DMIN 933H	Project Thesisl Workshop and Resources Church Resources	3
DMIN 939H	Project Proposal Seminar	3
DMIN 960	Project Completion and Oral Defense I	1.5
DMIN 961	Project Completion and Oral Defense II	1.5
Total Credit Hours		**36**

[1] *Elective courses may be substituted for up to two concentration specific courses. Standard electives are regularly added to the curriculum based on perception of student interest and specialization.*

The Master of Divinity (M.DIV.)

The Master of Divinity is the first professional, theological degree for persons who expect to engage in some form of ordained ministry. The course work consists of 78 credit hours and requires at least three years of study. There are two tracks available to the M.Div. degree: the Pastoral Leadership track designed primarily for those seeking denominational ordination, and the Adaptive Leadership track that offers significant flexibility for those with different ministry callings. These two tracks share 60 credits of core, foundational courses, with the Pastoral Leadership track having an additional 15 core credits. Most courses in the curriculum are 3 credit hour courses that meet for 3 hours once a week over a 14-week semester.

Work schedules, attempts to keep down commuting time and costs, and various other factors may prevent a student from taking the core courses in the recommended order. However, there is a strong rationale for the following sequence, and students are urged to take these courses as close to that order as possible. By doing so, students may avoid scheduling problems as they approach the end of a degree program. An overall undergraduate grade point average of at least 2.5 is normally required for admission to the M.Div. program. The maximum time allowance for completion of the degree requirements is ten academic years.

Graduation Requirements

To be recommended for the M.Div. degree, the candidate must:

1. Satisfactorily earn 78 credit hours, including all of the prescribed course requirements, plus fulfillment of financial and library obligations.
2. Maintain at least a 2.0 grade point average for the total course of studies.
3. Formulate a satisfactory statement of personal Christian faith and a theology of ministry and mission.
4. Satisfactorily complete INTG 510 A Guide to Seminary Writing, unless testing out of it.
5. Give evidence of readiness for ministry, including such attributes as satisfactory character, moral and spiritual maturity, and emotional stability.

Graduation and Ordination

The M.Div. program is intended to prepare persons for ordained ministry, but granting the degree does not imply endorsement for ordination. While this degree from Palmer Theological Seminary normally meets the educational requirements for ordination in most denominations, some may require additional work in denominationally-specific areas. More importantly, churches and other appropriate bodies ultimately determine whether a graduate will be ordained.

M.DIV. Core Curriculum

Code	Title	Credit Hours
Level 1 Courses		
INTG 510	A Guide to Seminary Writing [1]	3
SFRM 505	Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation	3
BIBL 501	Old Testament Study I	3
BIBL 503	New Testament Study I	3
BIBL 513	Biblical Interpretation for Ministry	3
CHHM 510	The Church in Mission Through History	3
PRMN 510	Foundations of Pastoral Care and Counseling	3
THLE 510	Theology and Ethics of Congregational Life	3
Level 2 Courses		
SFRM 506	Nurturing Spiritual Life & Character II Journey to Wholeness	3
BIBL 502	Old Testament Study II	3
BIBL 504	New Testament Study II	3
THLE 520	Syst.Theo.& Ethics: Vision of Community	3
THLE 521	Syst.Theo.& Ethics: Reign of God	3
PRMN 520	Introduction to Homiletics	3
SUPV 525 & SUPV 526	Theological Field Education 1A and Theological Field Education 1B	3
Select one of the following: [2]		3
BIBL 514	Biblical Hebrew	
BIBL 516	New Testament Greek	
Select one of the following: [2]		3
BIBL 515	Hebrew Exegesis	
BIBL 517	New Testament Greek Exegesis	
PRMN 521	Preaching Practicum [2]	3
Level 3 Courses		
SFRM 507	Nurturing Spiritual Life & Character III The Christian Leader	3
INTG 524	Church Renewal & Evangelism	3
CHHM 530	Christian World Mission	3
PRMN 540	Organizational Management and Leadership	3
PRMN 530D	Teaching the Faith	3
INTG 531	Theology & Practice of Worship [2]	3
Select one of the following: [2]		3
SUPV 522	Clinical Pastoral Care Practicum (cpc)	
SUPV 532	Clinical Pastoral Education	
Electives [3]		3-18

[1] Students can test out of this course.
[2] Required only for Pastoral Leadership track.
[3] 3 credit hours for Pastoral Leadership Track
18 credit hours for Adaptive Leadership (Customized) Track

Required Electives

Successful completion of three credit hours of elective coursework for the Pastoral Leadership track and 18 for the Adaptive Leadership (Customized) track are required from additional Seminary or Eastern University graduate courses. Up to nine credit hours of elective

coursework may be taken from non-M.Div. program courses based on a clear justification for doing so. Courses satisfying these required electives are offered either in the regular semester or in a concentrated 'intensive' format during the summer terms.

Denominationally Specific Requirements

Denominational coursework is not required by Palmer for the M.Div. degree, but may be required by student's particular denomination; the student should consult his or her denominational body to determine its specific requirements.

Code	Title	Credit Hours
DNOM 510	Baptist Emphases & Polity	3
DNOM 513	Presbyterian Polity & Sacraments	3
DNOM 514	Theology in the Reformed Tradition	3
DNOM 520	United Methodist Doctrine and Polity	3
DNOM 521	United Methodist History & Mission	3

Theological Field Education

The Seminary's motto establishes a strong motivation to provide supervised pastoral experience, so that whole persons are prepared to respond to the Gospel imperative to minister to the varied challenges of our changing world. Field education students engage in internships 10 to 12 hours per week in churches or church-related agencies under the guidance of experienced supervisors and lay committees. The year of theological field education occurs in a setting where the seminarian engages in a broad spectrum of ministerial responsibilities. Students are challenged to grow personally, relationally, and professionally. In addition to their field placement, students participate in a weekly faculty-led seminar groups that foster personal sharing and theological reflection on their pastoral experiences and vocational identity formation.

Completion of at least one year of Theological Field Education is required for the M.Div. degree. During their first year in Seminary, M.Div. students are encouraged to meet with the Supervised Ministries staff for orientation in preparation for interviewing for internships. Other forms of theological field education may be taken as electives in any academic term (Fall, Spring, Summer). These include supervised ministry in parishes, denominational agencies, summer camps, and national parks as well as in various other urban or rural settings.

The Master of Theological Studies (M.T.S.)

The Master of Theological Studies with General Studies and Concentration options, delivered on campus, is for students interested in theological education for a variety of educational and personal goals. An overall undergraduate grade point average of at least 2.5 is normally required for admission to the M.T.S. program. This degree program seeks to provide a meaningful grounding in the theological disciplines for further graduate study (M.T.S. Concentrations). Through a core of required courses and a wide variety of elective course offerings, the on-campus Master of Theological Studies General Studies and Concentration options can be tailored to a variety of particular interests and goals. The degree consists of 48 credit hours, and requirements for the M.T.S. are typically completed in two years (four semesters) of full-time study. The maximum time allowance for completion of the M.T.S. degree requirements is ten academic years.

Graduation Requirements

To be recommended for the Master of Theological Studies degree a candidate must:

1. Satisfactorily complete 48 credit hours and fulfill financial and library obligations.
2. Maintain at least a 2.0 grade point average in the course of studies when taken for general educational purposes.
3. Successfully complete INTG 510 A Guide to Seminary Writing, or test out of it.
4. Successfully complete all summative requirements.
5. Give evidence of growth in personal character, moral and spiritual maturity, and emotional stability.

Program Requirements for M.T.S. Concentration in General Studies

Code	Title	Credit Hours
Core Curriculum		
Level One		
INTG 510	A Guide to Seminary Writing [1]	3
BIBL 501	Old Testament Study I	3
BIBL 503	New Testament Study I	3
BIBL 502	Old Testament Study II	3
or BIBL 504	New Testament Study II	
BIBL 513	Biblical Interpretation for Ministry	3
CHHM 510	The Church in Mission Through History	3
SFRM 505	Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation	3
THLE 510	Theology and Ethics of Congregational Life	3
Level Two		
Select one of the following:		3
CHHM 530	Christian World Mission	
INTG 524	Church Renewal & Evangelism	
PRMN 530D	Teaching the Faith	
SFRM 506	Nurturing Spiritual Life & Character II Journey to Wholeness	3
THLE 520	Syst.Theo.& Ethics: Vision of Community	3
or THLE 521	Syst.Theo.& Ethics: Reign of God	
"Free" Electives [2]		9
Summative Elective		3
Summative Project		3
Total Credit Hours		**48**

1 Students can test out of this course.
2 12 credits of free electives if tested out of INTG 510 A Guide to Seminary Writing.

Program Requirements for M.T.S. in A Focused Discipline (Concentration)

Students may pursue a focused-discipline Master of Theological Studies degree in one of three areas:

- Biblical Studies and Theology
- Christian Counseling
- Christian Faith and Public Policy (this concentration is currently closed to new students while undergoing evaluation and redesign)

All M.T.S. students are required to complete satisfactorily INTG 510 A Guide to Seminary Writing or test out of it. If not tested out of, the Writing Course must be completed in the first semester of course work for full-time students and within the first two semesters of coursework for part-time students. Satisfactory completion of all requirements in these courses is necessary in order to advance in the M.T.S. program.

The 48 credit hours required for the M.T.S. are normally distributed as follows:

- Foundational Coursework – 24 to 30 credit hours
- Concentration Requirements – 12 to 18 credit hours
- Summative Requirements – 6 credit hours

(Note: Most courses in the curriculum are 3-credit courses that meet for 3 hours a week for a 14-week semester, equivalent to a 3 semester-hour course.)

General Guidelines

1. Faculty advisors are responsible for working with students in designing their program. Requests for exceptions to the stated requirements are submitted to the Academic Dean by the advisor. Students are assigned an entry-level advisor. Upon completion of the semester in which students will have completed 12 credit hours of coursework, they must find a permanent advisor to work with them in their particular concentrations.
2. All M.T.S. research papers will follow *The Chicago Manual of Style*.
3. Transfer credit from other institutions will be evaluated and approved by the Registrar and the Dean. A minimum of one-half of the concentration coursework must be taken with the Seminary's regular or adjunct faculty members.

Foundational Coursework

Students will normally take foundation courses listed in the M.Div. curriculum (e.g., Old Testament Study 1; New Testament Study 1; Church in Mission through History; Systematic Theology and Ethics) as stipulated for each concentration.

Concentration Requirements

An elective field of concentration enables students (with the approval of advisors) to obtain the particular Master of Theological Studies that will best suit their personal and vocational goals. The availability of particular concentrations depends on existing faculty and curricular resources. Students seeking a less-focused educational experience should select the M.T.S. in General Studies indicated above.

Summative Requirements – Internships, Methodology Courses and/or Research Papers

One or a combination of the following may fulfill this segment of the program: practica; methodology courses (such as educational methods, theological field education, exegesis/language); independent research. Three credit research papers must be connected to and of interest to the church; cross-disciplinary in nature, drawing on the area of concentration plus at least one other discipline within the Seminary's curriculum; and written in clear, cogent English that demonstrates the student's ability to analyze, synthesize, and think critically about an issue. Because these requirements are summative in nature, they should be pursued at the end of the student's degree program and must be satisfactorily completed in order to advance toward graduation.

Concentrations

For specific requirements for each concentration, contact the concentration advisors.

M.T.S. Concentration in Biblical Studies and Theology

The curriculum for the M.T.S. in Biblical Studies and Theology includes language study (Greek and/or Hebrew), methodology and biblical background, and foundational coursework in theology and ethics. This focus offers an opportunity for deeper biblical study alongside of theological reflection on personal and global issues of concern today. Because of the diverse backgrounds and interests of our faculty, this concentration might take any one of several directions.

Program Requirements for M.T.S. Concentration in Biblical Studies and Theology

Code	Title	Credit Hours
Core Curriculum		
Foundational Coursework		
INTG 510	A Guide to Seminary Writing [1]	3
BIBL 501	Old Testament Study I	3
BIBL 502	Old Testament Study II	3
BIBL 503	New Testament Study I	3
BIBL 504	New Testament Study II	3
THLE 510	Theology and Ethics of Congregational Life	3
THLE 520	Syst.Theo.& Ethics: Vision of Community	3
THLE 521	Syst.Theo.& Ethics: Reign of God	3
SFRM 505	Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation	3
CHHM 510	The Church in Mission Through History	3
Concentration Requirements		
BIBL 514	Biblical Hebrew	3
or BIBL 516	New Testament Greek	
BIBL 515	Hebrew Exegesis	3
or BIBL 517	New Testament Greek Exegesis	
Bible or Theology Electives		6
Summative Requirements		
Summative Project 1		3
Summative Project 2		3
Total Credit Hours		**48**

[1] Students can test out of this course.

M.T.S. Concentration in Christian Counseling

This concentration offers the opportunity to gain insights and abilities for ministry to persons where relational, interpersonal and caring skills are called for. This concentration does not prepare persons to be professional

counselors, but it does lay a solid theological and counseling theory foundation for further preparation.

When selecting this concentration, it is especially important that the student understand how this course of study relates to the field and practice of counseling. Completion of the M.T.S. in Christian Counseling does not qualify a person for licensure, certification, or practice as a professional counselor. The course of study, however, does provide exposure to a variety of counseling theories, issues, and skills, and it requires the student to bring theological and biblical knowledge to bear upon this foundational social science material. Consequently, the M.T.S. with a concentration in Christian counseling is well suited for those who

1. intend to pursue graduate studies in psychology/counseling,
2. are engaged in lay ministry settings requiring interpersonal and caring skills, and
3. desire to integrate their Christian faith with counseling theory and practice.

Program Requirements for M.T.S. Concentration in Christian Counseling

Code	Title	Credit Hours
Core Curriculum		
Foundational Coursework		
INTG 510	A Guide to Seminary Writing [1]	3
BIBL 501	Old Testament Study I	3
BIBL 503	New Testament Study I	3
BIBL 502	Old Testament Study II	3
or BIBL 504	New Testament Study II	
THLE 510	Theology and Ethics of Congregational Life	3
THLE 520	Syst.Theo.& Ethics: Vision of Community	3
or THLE 521	Syst.Theo.& Ethics: Reign of God	
SFRM 505	Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation	3
PRMN 510	Foundations of Pastoral Care and Counseling	3
CHHM 510	The Church in Mission Through History	3
Concentration Requirements		
SFRM 506	Nurturing Spiritual Life & Character II Journey to Wholeness	3
Christian Counseling Electives		12
Summative Requirements		
6 credits from the following:		6
SUPV 522	Clinical Pastoral Care Practicum (cpc)	
SUPV 532	Clinical Pastoral Education	
Research paper or project		
Total Credit Hours		**48**

[1] Students can test out of this course.

M.T.S. Concentration in Christian Faith and Public Policy

This concentration equips persons to shape public policy in a way that is grounded in both Christian faith and social analysis by helping students learn how to integrate solid biblical/theological study and careful socio/political thought. The curriculum includes courses at Eastern University and other institutions as well as internships with local and regional agencies impacting public policy.

Program Requirements for M.T.S. Concentration in Christian Faith and Public Policy

Code	Title	Credit Hours
Core Curriculum		
Foundational Coursework		
INTG 510	A Guide to Seminary Writing [1]	3
BIBL 501	Old Testament Study I	3
BIBL 503	New Testament Study I	3
BIBL 502	Old Testament Study II	3
or BIBL 504	New Testament Study II	
THLE 510	Theology and Ethics of Congregational Life	3
THLE 520	Syst.Theo.& Ethics: Vision of Community	3
or THLE 521	Syst.Theo.& Ethics: Reign of God	
SFRM 505	Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation	3
CHHM 510	The Church in Mission Through History	3
Concentration Requirements		
THLE 611	Theology & Public Policy	3
THLE 612	Political and Public Theologies	3
Public Policy Electives		12
Summative Requirements		
THLE 551	MTS Internship in Christian Faith and Public Policy	6
Total Credit Hours		**48**

[1] Students can test out of this course.

The Master of Theological Studies (M.T.S.) in Latino/a Ministries

The Spanish language Master of Theological Studies in Latino/a Ministries degree is a two-year blended online program that provides a meaningful grounding in theological disciplines to prepare Spanish-speaking students for thoughtful and productive holistic ministry and leadership in churches, organizations, and community life in Latin America and the USA. This program consists of twelve courses in the areas of spiritual formation, theology, biblical studies, church history, ethics, and practice of ministry. All courses are delivered and completed online. An annual one-week residency is required of all students at the beginning of each academic year for the purpose of course orientation. These residency training sessions take place in an accessible location to students in their home country where faculty travel to meet with them face to face.

Graduation Requirements

To be recommended for the Master of Theological Studies degree in **Latino/a Ministries**, a candidate must:

1. Satisfactorily complete 36 credit hours and fulfill financial and library obligations.
2. Maintain at least a 2.0 grade point average in the course of studies when taken for general educational purposes.

3. Give evidence of growth in personal character, moral and spiritual maturity and emotional stability.

Program Requirements for M.T.S in Latino/a Ministries

Code	Title	Credit Hours
SFRM 505	Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation	3
THLE 510	Theology and Ethics of Congregational Life	3
BIBL 503	New Testament Study I	3
CHHM 510	The Church in Mission Through History	3
BIBL 513	Biblical Interpretation for Ministry	3
BIBL 501	Old Testament Study I	3
CHHM 530	Christian World Mission	3
THLE 520	Syst.Theo.& Ethics: Vision of Community	3
PRMN 510	Foundations of Pastoral Care and Counseling	3
SFRM 506	Nurturing Spiritual Life & Character II Journey to Wholeness	3
Free Elective		**3**
BIBL 627	The Mission of Jesus in Mark	
PRMN 520	Introduction to Homiletics	
SUMMATIVE	Seminar	3
Total Credit Hours		**36**

The West Virginia Program

The program in West Virginia exists to provide theological education to qualified persons in this region who find it difficult to be absent from their primary residence. Degree programs are offered in both the Master of Divinity and the Doctor of Ministry; individuals may also take courses to gain recognition of their ordination or to earn continuing education units (CEUs) without pursuing a specific degree program. Program requirements in both the M.Div. and D.Min. are equivalent to those on campus. Courses in the M.Div. program are taught in a hybrid format, blending online work with a 2.5-day residency during the Fall and Spring semesters, while other courses are offered during two 7-week accelerated terms in the summer months. Courses taught in the D.Min. program follow the format for the D.Min. program as a whole. These courses are typically taught by regular Palmer Theological Seminary faculty and by adjunct faculty from the West Virginia or the Philadelphia areas. Details are available on the West Virginia webpage at https://www.palmerseminary.edu/programs/master-divinity-campus/mdiv-west-virginia-location (https://www.palmerseminary.edu/programs/master-divinity-campus/mdiv-west-virginia-location/).

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Administrative Leadership

President

Ronald A. Matthews (B.Mus., Westminster Choir College; M.Mus., Temple University; D.Mus.Arts, Combs College of Music), *President*

Academic Affairs

Kenton Sparks (B.A., M.A., M.B.A., Ph.D.), *Provost and Vice President for Academic Affairs*
Timothy Brown (B.A., M.A., Ph.D.), *Dean, College of Arts and Humanities*
Susan Edgar-Smith (B.A., M.A., Ph.D.), *Dean, College of Education and Behavioral Sciences*
Rebecca L. Gidjunis (B.A., M.F.A.), *Assistant Provost for Academic Operations*
Tracey Greenwood (B.S., M.S., Ph.D.), *Dean, College of Health and Sciences*
Kimberlee Johnson (B.A., M.A., M.Div., D.Min.), *Dean, Palmer Theological Seminary and College*
Christa Lee-Chuvala (B.A., M.U.P., Ph.D.), *Dean, College of Business and Leadership*
Marilyn Marsh (B.S., M.S., M.T.S.), *Executive Dean, Esperanza College*
Brian A. Williams (B.A., M.A. and Th.M., M.Phil., D.Phil.), *Dean, Templeton Honors College*

Admissions, Enrollment, and Marketing

Kelly Goddard (B.A., M.A.), *Associate Vice President for Marketing, Enrollment, and Communications*
Claire Gowen (B.A.), *Senior Director of Undergraduate Recruitment*
Christian Hicks (B.S., M.B.A.), *Director of GPS Enrollment*
Ally Rosario (B.A., M.Ed.), *Director of Marketing and Communications*
Andréa L. Ruth (B.S., M.B.A.), *Director of Financial Aid*
Joseph Spedding (B.S., M.A., M.S.), *Senior Director of Enrollment Information Systems*

Advancement

Luisa Wilsman (B.A., M.P.A.), *Vice President for Advancement*
Natissa Kultan-Prautz (B.S., M.S.), *Associate Vice President for Advancement and Campaign Manager*

Athletics

Eric McNelley (B.A., M.A.), *Athletic Director*

Finance and Operations

Trevor Jackson (B.S., M.B.A.), *Vice President for Finance and Operations*
Caroline Tate (B.S.), *Chief Human Resources Officer*
Michael Bicking (B.A.), *Director of Public Safety*
Meggin Capers (B.A., M.S.), *Chief Space Management and Logistics Officer*
Keith Hargrove (B.S., M.A.), *Director of Student Accounts*
Eric McCloy (B.A., M.Div., M.B.A.), *Chief Information Officer*
Salin Siripakarn (B.A., M.S.), *Associate Vice President for Finance*

Planning and Effectiveness

Christine Mahan (B.A., M.A., Ph.D.), *Chief of Staff and Vice President for Planning and Effectiveness*
Thomas A. Dahlstrom (B.S., M.B.A.), *Assistant Vice President for Institutional Effectiveness*
Nora Devlin (B.A., M.Ed., Ph.D.), *Associate Director of Institutional Effectiveness*

Jing Zhao (B.A., M.A, M.Ed., Ph.D.), *Director Of Institutional Research*

Library

Anne Schwelm (B.S., M.L.S., M.S.), *Director of the University Library*
Caroline Coriell (B.A., M.L.I.S.), *Information Literacy Librarian*
Robyn Cunningham (B.S.), *Reference and Outreach Librarian*
Kathy Hecht (B.A., M.L.I.S.), *Access Services Librarian*
Chelsea Post (B.A., M.S.L.I.S.), *Systems Librarian*

Registration and Records

Sarah A. Roche (B.A., M.A., M.B.A.), *Assistant Provost for Registration Services and Student Success*

Student Development

Missy Bryant (B.A., M.A.), *Vice President for Student Development*
Anne Filippone (B.A., M.S., Ph.D.), *Assistant Vice-President fro Student Development and Title IX Coordinator*
Joseph B. Modica (B.A., M.Div., M.Phil., Ph.D.), *University Chaplain*
Delano Shane (B.A., M.A., Ph.D.), *Dean of Student Belonging and Success*
Sarah E. Todd (B.A., M.Ed.), *Director for Talent and Career Development*

Alumni Association

Rebecca C. Geddio (B.S., M.S.H.E.), *Senior Director of Alumni and Family Engagement*
eastern.edu/alumni (http://www.eastern.edu/alumni/)
email: alumni@eastern.edu
(610) 341-1548

Alumni Advisory Board

Tim April '00, *Board Chair*
Lance K. L. Bennett '14
Jean (Sargent) McPheeters '83
Lavonne Nichols MA '19

Directions to Eastern University

LOCATION

Eastern University, in St. Davids, Pennsylvania, is on Philadelphia's Main Line. The campus is in a residential area one-half mile north of Lancaster Avenue (U.S. Highway 30) at the eastern edge of the town of Wayne. Eastern's convenient suburban setting is just minutes from exit 13 off I-476 and within easy access of the city of Philadelphia. SEPTA trains (the Paoli/Thorndale Regional Rail Line) run on the average of every half-hour from the St. Davids station to downtown Philadelphia. The travel time is approximately thirty minutes.

Philadelphia is a unique as an educational and cultural center. The city includes 1158 churches, representing 68 denominations. Rare collections of archaeological and ethnographic interest are displayed in the Penn Museum. Facilities of the Franklin Institute and Fels Planetarium promote the physical sciences and technology, while those of the Academy of Natural Sciences and Wistar Institute promote the biological sciences and medicine. The exhibits of the Philadelphia Museum of Art and Pennsylvania Academy of the Fine Arts are open to the public. The Philadelphia Orchestra is world renowned. Tickets to its concerts are available to students at special rates.

There are many historic sites in the city such as Congress Hall, First Bank of the United States, Independence Hall, Liberty Bell Center, and Old City Hall. 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 Mall, the largest shopping mall on the east coast, is only a ten-minute drive from Eastern. Valley Forge National Historical Park, a famous landmark and national park, is just west of the King of Prussia area.

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

Take 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 I-476."

From New York City and New England, take I-95 South to the NJ Turnpike and continue south. Take Exit 6 to I-276 West (PA Turnpike). Take Exit 20 (Mid County) to 476 South. Follow directions "From I-476."

From Washington, D.C., Baltimore, MD, and Points South

Take I-95 North into Pennsylvania to Exit 7 (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.

Disclosures

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 www.eastern.edu/about/student-consumer-information (http://www.eastern.edu/about/student-consumer-information/).

Equal Opportunity

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 https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/eu-student-handbook (https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/eu-student-handbook/) or by request to the Assistant Vice President for Student Development 610.341.5823.

The Family Educational Rights and Privacy Act

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

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 https://www.eastern.edu/about/offices-centers/public-safety-610-341-1737/clery-compliance (https://www.eastern.edu/about/offices-centers/public-safety-610-341-1737/clery-compliance/) or by contacting the security office at 610.341.1720.

Veterans and Active Military

Eastern University honors the service and sacrifices of our nation's veterans and active military personnel. *Before the first day of classes, students must submit their Certificate of Eligibility or proof of entitlement to educational assistance to the Office of the Registrar (*registrar@eastern.edu*) and the Center for Military & Veterans Students (*military.connect@eastern.edu (https://catalog.eastern.edu/graduate/personnel/disclosures/military.connect@eastern.edu)*). Students MUST inform these offices of any changes to their enrollment, program/major, mailing address, or benefit status.* University policies recognize the rich educational experiences and unique challenges faced by servicemen and women admitted to degree programs.

Eastern University must receive the following information prior to submitting enrollment to the VA for payment of tuition & fees and monthly housing allowance:

• Students must submit an updated Certificate of Eligibility. The Certificate of Eligibility is sent to the student from the VA. The Certificate of Eligibility is for students utilizing all Chapter benefits except students utilizing Chapter 31 benefits.

• Chapter 31 recipients must submit an updated VA Form 1905 from their Voc-Rehab counselor.

• Students must fill out the VA Enrollment Form (https://docs.google.com/forms/d/e/1FAIpQLSeXwzouL0zrxhK-ipwaxo2Vgdkj9MnJirGUJnQ2f1BxjjNtQQ/viewform/) from the Center for Military & Veteran Students webpage. This form must be submitted for every term that the student would like credits submitted to the VA.

Students receiving educational assistance under Post-9/11 GI Bill or Vocational Rehabilitation & Employment will not be assessed financial penalties or required to secure additional funding due to delayed disbursement of funds from the VA. Students are not prevented from participating in currently enrolled courses or accessing institutional facilities due to an outstanding student account balance.

Enrollment Certification Services for Educational Benefits

Eastern's VA representative certifies enrollment for recipients of educational benefits via Enrollment Manager.

Requests for Reviews by the Director of GPS Enrollment

Eastern is committed to provided "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 students 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.

Website 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 website.

Information Security

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, General Data Protection Regulation of the European Union (GDPR), 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
    - Administrative Computing
    - Admissions

- Advancement
- Advising Office
- Alumni Office
- Faculty
- Financial Aid
- Human Resources
- Institutional Research
- Institutional Effectiveness
- Registrar
- Security
- Student Accounts
- Student Development
- 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

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 Director of Communications.

Athletic Program Participation Rates and Financial Support

Annual notification to enrolled students is provided by the Student Development Office or by request to the Associate Vice President for Student Development 610.341.5823.

Drug and Alcohol Prevention Information

Annual notification to enrolled students is provided by the Student Development Office https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/drug-and-alcohol-prevention (https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/drug-and-alcohol-prevention/), Public Safety Policies and Procedures PDF or by request to the Assistant Vice President for Student Development 610.341.5823.

Graduation Retention Trends

Annual retention and graduation rates are included in University Facts compiled by the Office of Institutional Research https://www.eastern.edu/about/offices-centers/office-institutional-planning-and-effectiveness/research-and-reporting (https://www.eastern.edu/about/offices-centers/office-institutional-planning-and-effectiveness/research-and-reporting/) or by request to the Director of Institutional Research 610.225.5351.

Correspondence Directory

Eastern University
1300 Eagle Road
St. Davids, PA 19087-3696
610.341.5800

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

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

Admissions, Program Information

Contact	Extension	Email Address
Graduate	1.800.732.7669	gpsadmisssions@eastern.edu
Undergraduate	1.800.732.7669	admissions@eastern.edu
Advising Office		advising@eastern.edu
Alumni Relations	610.341.1548	alumni@eastern.edu
Athletics	610.341.1736	
Billing	610.341.5831	student.accounts@eastern.edu
	FAX: 610.225.5651	
Career Development	610.341.5827	careers@eastern.edu
Christian Life Activities	610.341.5827	ofp@eastern.edu
Curricular Matters, Records, Transcripts	610.341.1379	registrar@eastern.edu
	FAX: 610.341.1707	
Cushing Center for Counseling and Academic Support	610.341.5837	ccas@eastern.edu
Dean of Arts and Humanities	610.225.5022	cahdean@eastern.edu
Dean of Business and Leadership	610.341.1701	cbldean@eastern.edu
Dean of Education and Behavioral Sciences	610.341.1383	ceddean@eastern.edu
Dean of Health and Sciences	610.341.5852	chsdean@eastern.edu
Dean of Palmer Theological Seminary and College	484.384.2935	semdean@eastern.edu
Dean of Students	610.341.5824	
Dean of Templeton Honors College	610.225.5022	thcdean@eastern.edu
Executive Dean of Esperanza College	215.324.0746	
Financial Aid	610.225.5102	finaid@eastern.edu
	FAX: 610.225.5651	
First-Year Experience		firstyear@eastern.edu
International Student Services	610.341.5870	
Off-campus Study	610.225.5010	
Public Relations	610.341.4365	
Registrar	610.341.5853	registrar@eastern.edu
	FAX: 610.341.1707	
Student Accounts	610.341.5831	student.accounts@eastern.edu
	FAX: 610.341.1492	
Student Health Center	610.341.5955	healthcenter@eastern.edu
Student Housing	610.341.5840	housing@eastern.edku

Faculty

Eastern University Faculty

Adetokunbo Adelekan ('01), *Associate Professor of Theology and Ethics* (B.A., Morehouse College; M.A., Andover Newton Theological School; M.Div., Ph.D., Princeton Theological Seminary)
Alexios G. Alexander ('16), *Associate Professor of Political Science* (B.A., Claremont McKenna College; J.D., Ave Maria School of Law)
Rachael E. Alfaro ('21), *Assistant Professor of Biology* (B.Sc., Washington & Lee University; M.Sc., University of Oxford; M.Sc., University of Kentucky; Ph.D., University of New Mexico)
V. Ryan (Brian) Alfaro ('22), *Assistant Professor of Biology* (B.S., University of California, Los Angeles; Ph.D., University of New Mexico)
Lori E. Banfield ('21), *Lecturer of Psychology* (B.S., Saint Joseph's University; M.T.S., Palmer Theological Seminary; D.A., Eastern University)
Kimberly Bass ('22), *Lecturer of Social Work* (B.A., Cedar Crest College; M.S.W., Widener University)
Sylvia Bekele ('22), *Assistant Professor of Social Work* (B.A.S.W., M.S.W., D.S.W., Millersville University of Pennsylvania)
J. Christopher Bittenbender ('98), *Professor of English* (B.A., Middlebury College; MA., Bloomsburg; M.A., Bucknell University; Ph.D., University of St. Andrews)
Amber Bowen ('24), *Assistant Professor of Philosophy* (B.A., Southeastern College; M.A., Southeastern Baptist Theological Seminary; Ph.D., Trinity College, University of Aberdeen)
Steven D. Boyer ('98), *Professor of Theology* (B.A., University of South Carolina; M.A.T.S., Gordon-Conwell Theological Seminary; Ph.D., Boston University)
David H. Bradstreet ('76), *Professor of Astronomy, Observatory/Planetarium Director* (B.S., Eastern College; M.S., Ph.D., University of Pennsylvania)
F. David Bronkema ('06), *Professor, Ph.D. in Organizational Leadership and Templeton Chair of Christian Service Through Entrepreneurship* (B.A., Swarthmore College; M.A., Ph.D., Yale University)
Timothy Brown ('24), Professor of Communication Studies; *Dean, College of Arts and Humanities* (B.A., M.A., West Chester University; Ph.D., Ohio University)
Beverly Bryde ('24), *Lecturer of Education* (B.S.Ed., M.A., Villanova University; Ed.D., Widener University)
Jeanne W. Bundens ('93), *Professor of Chemistry* (B.A., B.S., Eastern College; M.A., Ph.D., Bryn Mawr College)
Rhonda Burnette-Bletsch ('14), *Professor of Biblical Studies* (B.A., Duke University; Ph.D., Duke University)
Heewon Chang ('97), *Professor, Ph.D. in Organizational Leadership* (B.A., Yonsei University; M.A., Ph.D., University of Oregon)
Walter Chung ('02), *Professor of Counseling Psychology* (B.A., M.S., Southern Illinois University; M.A., Biblical Theological Seminary; Rh.D., Southern Illinois University)
Kendall Cox ('23), *Associate Professor of Ethics and Liberal Studies* (B.A., Wake Forest University; M.Div., Regent College, University of British Columbia; Ph.D., University of Virginia)
Wynand de Kock ('11), *Professor of Leadership and Formation* (B.A., Rand se Afrikaanse Universiteit; M.Div., Church of God School of Theology; Th.D., University of South Africa)
David DelPo ('25), *Visiting Lecturer of Accounting* (B.S., M.Acc. Cabrini University)
Christyn Dodla ('23), *Lecturer of Social Work* (B.S.W., Eastern University; M.S.W., West Chester University)
John Doyle ('24), *Lecturer of Communication Studies* (B.A., Cabrini College; M.A., Villanova University)
Bethany Duthie ('23), *Visiting Assistant Professor of Business* (B.A., Bethel University; M.A.I.R., University of Minnesota; D.B.A., Liberty University)
Sarah Anne Eckert ('20), *Associate Professor of Education* (B.A., New York University; Ph.D., The Pennsylvania State University)
Susan Edgar-Smith ('05), *Professor of Counseling Psychology; Dean, College of Education and Behavioral Sciences* (B.A., M.A., Connecticut College; Ph.D., Bryn Mawr College)
Jeff Eicher ('23), *Assistant Professor of Data Science* (B.S., Cairn University; M.A., Westminster Seminary California; M.S., Eastern University)
Joy Elvin ('22), *Assistant Professor of Social Work* (B.S.W., Eastern University; M.S.W., Widener University; Ed.D., Nova Southeastern University)
Peter Enns ('12), *Abram S. Clemens Professor of Biblical Studies* (B.A., Messiah College; M.Div., Westminster Theological Seminary; M.A., Ph.D., Harvard University)
Stephanie Esposito-Olcese ('22), *Assistant Professor of Music* (B.A., Lenoir-Rhyne College; M.M., Oakland University; D.M.A., Shenandoah Conservatory)
Katie Farina ('24), *Associate Professor of Criminal Justice* (B.S., DeSales University; M.A., Villanova University; Ph.D., University of Delaware)
Paul M. Felker ('20), *Associate Professor of Social Work* (B.S.W., Eastern University; M.S.W., Ph.D., Widener University)
Maria E. Fichera ('98), *Professor of Biology* (B.S., Manhattan College; Ph.D., University of Pennsylvania)
Eric G. Flett ('04), *Professor of Theology and Culture* (B.R.E., Prairie Bible College; M.A. Fuller Theological Seminary; Ph.D., University of London)
Valerie Flower ('22), *Professor of Theatre* (B.S., Taylor University; M.A., Miami University; Ph.D., Tufts University)
Steven A. Ford ('17), *Assistant Dean of the Division of Fine and Performing Arts* (B.A., Eastern University; M.F.A., Vermont College of Fine Arts; Ph.D., University of Tasmania)
Dawn Francis ('24), *Professor of Communication Studies* (B.A., Cabrini University; M.S., Ohio University; Ed.D., Widener University)
Elaine Fuguet ('15), *Senior Lecturer of Nursing* (B.A., Eastern University; B.S.N., West Chester University; M.S.N., Walden University)
Zakia Gates ('23), *Assistant Professor of Education* (B.S., M.Ed., Cheyney University of Pennsylvania; Ph.D., Capella University)
Joseph M. Giammarco ('07), *Professor of Physics* (B.S., Ursinus College; Ph.D., Temple University)
Rebecca Gidjunis ('07), *Associate Professor of English; Assistant Provost of Academic Operations* (B.A., Eastern College; M.F.A., Old Dominion University)
Keri Grant ('23), *Assistant Professor of Marriage and Family Therapy* (B.S., M.A., Liberty University; Ph.D., Eastern University)
Tracey Greenwood ('06), *Associate Professor of Kinesiology; Dean, College of Health and Sciences* (B.S., University of Delaware; M.S. St. Joseph's University; Ph.D., Temple University)
Leslie Gregory ('95), *Senior Lecturer of Social Work* (B.S.W., Eastern College; M.S.W., Widener University)
Sean Harris ('23), *Visiting Assistant Professor of Political Science* (B.A., Drew University; M.A., Lehigh University; Ph.D., Temple University)
Katrina Hayes ('08), *Associate Professor of English* (B.A., Eastern University; M.A., West Chester University)
Jarrett W. Henderson ('21), *Assistant Professor of Counseling Psychology* (B.A., University of South Carolina; M.A., Eastern University; M.S., Psy.D., Philadelphia College of Osteopathic Medicine)
Jennifer Hennessey-Booth ('22), *Assistant Professor of Communication Studies* (B.A., Humboldt State University; M.A., University of Maine; Ed.D., Immaculata University)
Kathy-Ann Hernandez ('04), *Professor, Ph.D. in Organizational Leadership* (B.A., M.A., Andrews University; Ph.D., Temple University)
Kelsey Hess ('22), *Assistant Professor of Psychology* (B.A., Ohio Northern University; M.S., Ph.D., Florida International University)

Jonathan Hobbs ('22), *Lecturer of Youth Ministry* (B.A., Eastern University; M.Div., Eastern Baptist Theological Seminary; M.T.S., Palmer Theological Seminary of Eastern University)
Douglas J. Horton ('04), *Senior Lecturer of Biology and Kinesiology* (B.S., Eastern University; M.S., Indiana University)
Amy Huddell ('22), *Lecturer of Computer Science* (B.A., Houghton College, M.A., Villanova University)
Walter B. Huddell, III ('00), *Professor of Mathematics* (B.A., The King's College; M.A., West Chester University; Ph.D., Bryn Mawr College)
Sherri Humphries ('22), *Assistant Professor of Marriage and Family Therapy* (B.A., Oral Roberts University; M.A., Ph..D., Eastern University)
Karen Ivie ('25), *Lecturer of Nursing* (B.S.N., Northwestern State University; M.S.N., University of Louisiana at Lafayette)
Ravi Jain ('24), *Assistant Professor of Liberal Studies* (B.A., Davidson College; M.A., Reformed Theological Seminary)
Edward R. Jakuboski, Jr. ('19), *Associate Professor of Music* (B.M., The Pennsylvania State University; M.M., University of the Arts; D.M.A., University of Maryland)
Jeffrey James ('22), *Assistant Professor of Business* (B.A., M.S., West Virginia University)
Tangi C. James-Boone ('25), *Assistant Professor of Business* (B.A., M.S., The Pennsylvania State University; D.B.A., Temple University)
Kimberlee Johnson ('07), *Associate Professor of Interdisciplinary and Urban Studies; Dean, Palmer Theological Seminary and College* (B.A., St. Joseph's University; M.A., M.Div., Biblical Theological Seminary; D.Min., Westminster Theological Seminary)
Abere Kassa ('23), *Associate Professor, Ph.D. in Organizational Leadership* (B.A., M.B.A., Addis Ababa University; Ph.D., Wayne State University)
Catherine Kunsch ('13), *Professor of School Psychology* (B.A., The Pennsylvania State University; M.S., Villanova University; Ph.D., Lehigh University)
Jeffrey Alan Lawton ('05), *Professor of Biochemistry* (B.S., LeTourneau University; Ph.D., Baylor College of Medicine)
Michael J. Lee ('10), *Professor of History and Grace F. Kea Chair of American History* (B.A., Yale University; M.A., Gordon-Conwell Theological Seminary; Ph.D., University of Notre Dame)
Mun Lee ('19), *Assistant Professor of Education* (B.A., M.A., University of Virginia; Ed.D., George Washington University)
Christa R. Lee-Chuvala ('17), *Associate Professor, Ph.D. in Organizational Leadership; Dean, College of Business* (B.A., Taylor University; M.U.P., Harvard University; Ph.D., Massachusetts Institute of Technology)
Gregory S. Longo ('18), *Assistant Dean of the School of Mathematics and Computational Sciences* (B.A., Wabash College; M.S., Ph.D. Virginia Polytechnic Institute)
Carole Lorup ('23), *Assistant Professor of Nursing* (B.S.N., Widener University; M.S.N., Walden University; Ph.D., Widener University)
Khalil Martin ('25), *Visiting Lecturer of Social Work* (B.S.W., Eastern University; M.S.W., University of Pennsylvania)
Maria Marziano ('22), *Lecturer of Nursing* (B.S.N., M.S.N., Eastern University)
Sandra McCammon ('23), *Lecturer of Chemistry* (B.A., Gettysburg College; M.S., Villanova University)
Jennifer McDonnell ('24), *Lecturer of Business* (B.S., Villanova University; M.S., The American College)
Nicole McKeown ('13), *Assistant Professor of Education* (B.S., M.S., Saint Joseph's University; Ph.D., Temple University)
Nicola Whitley McLallen ('00), *Senior Lecturer of Mathematics* (B.S., M.S., University of Natal in South Africa; Ph.D., University of Illinois)
Brandi Megonigal ('21), *Assistant Professor of Computer Science* (B.A., Eastern University; Ph.D., Temple University)
Eloise Hiebert Meneses ('92), *Professor of Cultural Anthropology* (B.A., University of Washington; M.A., Ph.D., University of California, San Diego)
Helen M. Miamidian ('19), *Associate Professor of Criminal Justice and Sociology* (B.A., Villanova University; M.A., Ph.D., Temple University)
Calli Micale, ('23), *Assistant Professor of Theology (*B.A., Luther College; M.Div. Princeton Theological Seminary; M.Phil., M.A., Ph.D., Yale University)
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)
Joao M. Monteiro ('05), *Professor of Sociology* (B.A., M.A., Olivet Nazarene University; M.Phil., Ph.D., Drew University)
Dianna Montgomery ('21), *Lecturer of Social Work* (B.S., Towson State University; B.A., University of Maryland; M.S.W., Widener University; D.S.W., Millersville University)
Julie W. Morgan ('92), *Professor of Communication Studies* (B.S., M.S., Radford University; Ed.D., Nova Southeastern University)
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Doctor of Marriage and Family Therapy

Doctor of Marriage and Family Therapy

The 60-credit Doctor of Marriage and Family Therapy equips church leaders and mental health practitioners through studies in marriage and family systems theory, theological issues, and psychology to create positive change in families, individuals, and church communities. This 60-credit degree is designed for individuals looking to advance their leadership skills and clinical practice through the interdisciplinary exploration of practical theology and clinical practice. For DMFT students wanting to pursue licensure as Marriage and Family Therapists outside of Pennsylvania, credit requirements may exceed 60 credits.

Code	Title	Credit Hours
MRFM 801	Marriage and Family Theory I	3
MRFM 802	Marriage and Family Theory II	3
MRFM 803	Marriage and Family Theory III	3
MRFM 810	Theology of Marriage and Family	3
MRFM 840	Theology of Marriage and Family Professional Paper	3
MRFM 845	Advanced Family Therapy Practice	3
MRFM 850	Advanced Couples Therapy	3

MRFM 855	Holistic Approaches to Prevention and Enrichment in Family Systems	3
MRFM 860	Trauma and Family Systems	3
MRFM 870	Diversity Issues in Marriage and Family Therapy	3
MRFM 875	Professional Standards and Ethics	3
MRFM 881	Research in Marriage and Family Therapy	3
MRFM 882	Professional Writing in Marriage and Family Therapy	3
MRFM 883	Professional Development in Marriage and Family Therapy	3
MRFM 900	Doctoral Project Proposal	3
MRFM 901	Doctoral Project 1	3
MRFM 902	Doctoral Project 2	3
MRFM 904	Pre-Practicum in Marriage and Family Therapy	3
MRFM 905	Practicum in Marriage and Family Therapy	6
Total Credit Hours		**60**

Education Programs

Mission Statement

Eastern University's Undergraduate and Graduate Programs in Education affirm the mission statement of Eastern University with its commitment to fostering academic excellence and professional training through innovative instruction, evidence-based practices, rigorous curriculum, and comprehensive subject area knowledge. We seek 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;
- demonstrating sensitivity to multicultural and global issues;
- modeling Christian thought and action;
- serving public and private institutions of learning as change agents.

Eastern University meets the needs of its students to assume positions in this society through undergraduate and graduate programs.

Master of Education (Multicultural Education, Curriculum and Instruction, Reading, Special Education, Educational Leadership, and TESOL)

The Master of Education has a strong commitment to academic quality while integrating faith, reason, and justice into a student's teaching and learning experiences. The program prepares teachers to work with students from diverse backgrounds and develop responsive curricula that highlights inclusion practices. These 30-credit (minimum) degree programs use research-based intervention and instructional practices and can be combined with several areas of certification including early childhood, English as a second language, world language, health and physical education, middle level, music, reading specialist, secondary school, special education, educational technology specialist, principalship and supervision. School Counseling and School Psychology Masters, Certificate of Advanced Graduate Studies (CAGS) and Certification programs are offered through the School Counseling and School Psychology Department (within the College of Education). A Master of Education in School Health Services is also offered through the Nursing Department.

Master of Education in School Counseling

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

Master of Science and Certificate of Advanced Graduate Studies in School Psychology

Eastern University offers a Master of Science and a Certificate of Advanced Graduate Studies (CAGS) in School Psychology, training students to become competent, broadly educated school psychologists who use a scientist-practitioner model when delivering services within PK to grade 12 school settings. Completion of the program requires earning a 48-credit master's degree in school psychology (16 Core Courses), including two semesters (6 credits) of practicum experiences, followed by a 15-credit CAGS in post-master's graduate work in school psychology for a total of 63 graduate credits. The CAGS includes a two-semester (6-credit) internship. This degree and CAGS certificate qualifies the graduate for certification as a school psychologist with the Pennsylvania Department of Education (Successful completion of Praxis II exam also required). Individuals who already hold a Master's Degree in another related field may also enter the school psychology program to complete a Re-Specialization CAGS in school psychology. Individualized programs of study are approved when applicants are admitted to the Re-Specialization CAGS program.

Master of Education (School Health Services)

The Master of Education in School Health Services is committed to preparing professionals to function effectively in settings in which children and youth are served. The mission of the program is to produce outstanding health professionals who are committed to meeting the needs of a diverse population and to their holistic development. This 30-credit program will prepare students to practice their profession from a Christian perspective; achieve professional competence and increase specialization in a discipline within school health services. Students will be able to develop and coordinate comprehensive school health service and educational programs through the utilization and implementation of appropriate research and educational theories pertaining to healthy, social, intellectual, moral, and physical development. Students will demonstrate sensitivity to ethnic, gender, and racial diversity.

Students enrolled in School Health Programs are required to obtain clearances and compliance documents prior to taking courses that have practicums and classroom observation. Clearances are valid for one year. All students are required to use and pay for a professional service that collects and reviews important documents and records. This service

not only stores documents confidentially (FERPA compliant) but allows Eastern University coordinators electronic access to review documents.

Pennsylvania Department of Education Certifications Specialist Certification Programs

The minimum passing final grade for all graduate school nursing courses is a B. Any student who receives a grade below a B must repeat the course.

- School Nurse (PK-12)
- Supervisor of School Health Services (PK-12)

Pennsylvania Department of Education Certifications Teaching Certification Programs

- Early Childhood (Grades PK-4)
  - Early Childhood Directors Coursework
- Middle Level (Grades 4-8):
  - English/Language Arts, Math, Science, Social Studies
- English as a Second Language (PK-12)
- World Language (French and Spanish PK-12)
- Health and Physical Education (PK-12)
- Music (PK-12)
- Reading Specialist (PK-12)
- Secondary Education (7-12):
  - Biology, Chemistry, English, Mathematics and Social Studies
- Special Education (PK-12)

Educational Administration and Supervisory Certification Programs

- Supervisor of Early Childhood, Science, Math, Social Studies, Music, World Language, and Special Education (PK-12)
- Principal (PK-12)
- Instructional Technology Specialist
- Online Instruction Program Endorsement

For admission, candidates must submit an official transcript(s) from the institution granting the baccalaureate degree; a current resume; a completed program of study; the cumulative grade-point average of 3.0 (with particular importance placed on the last two years of the undergraduate record); a copy of a valid Pennsylvania Instructional I certificate or an equivalent certificate from a different state (if available); and PRAXIS scores (if taken).

Formal Application for Student Teaching

To formally apply, students must show evidence of:

- All coursework must be completed prior to student teaching coursework (EDUC610/620)
- All EDUC courses must be passed with grades of C or better
- Required cumulative GPA: 3.0 or above

Students must submit to the department a formal student teaching application a year before their student teaching semester. The application is located on the Eastern website as well as the College of Education Brightspace page.

Mandatory Clearances for Observations, Practicum and Internships

Once admitted to the Masters and Certification programs, students must submit the following clearances (clearances are valid for one year):

- Act 34 State Criminal History Clearance
- Act 151 Child Abuse Clearance
- Act 114 FBI Criminal History Clearance
- TB Test done within the last 9 months

For practicum and internship semesters:

- Professional Liability Insurance documentation via PSEA
- Field Placement Site Approval/Contract documentation if applicable
- Some courses may require students to obtain their own field placements for observations.

Please note: All students are required to use and pay for a professional service that collects and reviews important documents and records. This service not only stores documents confidentially (FERPA compliant) but allows Eastern University Field Placement coordinators electronic access to review documents.

U.S. Citizenship Requirement for Teacher Certification Candidates

The Pennsylvania Department of Education (PDE) currently requires teachers to be U.S. Citizens.

PDE will issue certificates to teacher candidates holding a resident alien (green card) visa if they have filed a "declaration of intent" to become citizens. This form can be found on the Pennsylvania Department of Education website (https://www.education.pa.gov/Educators/Certification/FeesForms/Pages/default.aspx).

Master of Arts in Counseling Psychology

The Counseling Psychology program is a 60-credit degree which offers a framework for understanding human experience and the deepest motivation of human behavior. Students receive a sound theoretical foundation and practical instruction in applying counseling skills that help clients regain hope and create change in their lives. The core credits meet all the educational requirements specified by the Pennsylvania Board for Licensed Professional Counselors (LPC), and students have the option of reaching the 60 credits required for LPC by selecting individual electives or graduating with a concentration in either Applied Behavior Analysis (ABA) Certification or Trauma Studies. Individuals who already hold a master's degree in counseling or another related field may also complete courses toward licensure or other professional credentials. Those needing less than 12 credits are considered non-degree students, while those needing 12 or more credits may earn a Certificate of Advanced Graduate Studies (CAGS) in Applied Behavior Analysis Certification or Professional Counseling. Individualized programs of study are approved when applicants are admitted to the program.

Concentration in Applied Behavior Analysis Certification

The 21-credit Applied Behavior Analysis curriculum meets the educational requirements of the national Board Certified Behavior Analyst

(BCBA) and the Pennsylvania Licensed Behavior Specialist (LBS). The Association for Behavior Analysis International has approved the curriculum as a "verified course sequence," meeting the course work requirements for eligibility to take the Board Certified Behavior Analyst Examination®. The ABA designation will appear on a student's transcript. The concentration is comprised of the following courses, all of which must be taken at Eastern University (transfer credit not permitted):

Code	Title	Credit Hours
CNSL 506	Ethics and Professional Development	3
CPSY 566	Principles of Applied Behavior Analysis	3
CPSY 567	Autism & Basic Applied Behavior Analysis	3
CPSY 568	Behavior Measurement & Treatment Evaluation	3
CPSY 569	Behavior Therapy in Community Setting	3
CPSY 570	Consultation & Positive Behavior Strategies	3
CPSY 572	Organizational Behavior Management	3
Total Credit Hours		**21**

Concentration in Trauma Studies

The 15-credit Trauma Studies curriculum is designed to prepare students to understand the impact of traumatic events on individuals, families, and communities; learn evidence-based interventions for preventing and treating traumatic stress; and apply trauma-informed counseling skills with diverse traumatized populations in professional counseling and volunteer contexts. The Trauma Studies designation will appear on a student's transcript. The concentration is comprised of the following courses, all of which must be taken at Eastern University (transfer credit not permitted):

Code	Title	Credit Hours
CNSL 531	Trauma Across the Lifespan	3
CNSL 540	Substance Abuse Counseling	3
CNSL 541	Crisis Intervention and Trauma Treatment Methods	3
CNSL 551	Grief and Loss Counseling Theory and Practice	3
CNSL 590	Marriage and Family Theory and Therapy	3
Total Credit Hours		**15**

Master of Arts in Teaching Program

Templeton's 30-credit Master of Arts in Teaching (MAT) offers a distinctively Christian and Classical Liberal Arts approach to training teachers for any type of school, but especially those involved in the renewal of "classical education." We believe education should help students form intellectual virtue, cultivate a love for learning, nurture a moral life of wisdom, and prepare them to serve the common good. In order to lead students toward these ends, teachers must pursue them in their own lives, and thus be the kinds of people they hope their students become. The Templeton MAT helps teachers of any subject do this by introducing them to the methods, materials, and ends of Classical Liberal Arts education, as well as the results of current research in psychology and pedagogy. Through the integrated study of philosophy, theology, literature, education, and pedagogy in small seminars, the MAT program will help teachers become both master learners and master teachers. Designed for working teachers, MAT courses are offered online and on-ground during summer residencies in St. Davids, PA.

Master of Arts in Theological and Cultural Anthropology

The MA in Theological and Cultural Anthropology prepares students to teach anthropology, enter doctoral programs, serve in cross-cultural Christian ministry, and/or find jobs in business, government, or services that are related to international work. Courses in anthropology, the comparative study of cultures, are combined with courses in theology to create a faith-based program that addresses both theoretical and practical concerns in the field of anthropology. Students are instructed and trained in skills such as ethnographic research and writing, cross-cultural analysis, and applied problem solving. Investigation of the relationship between Christ and culture across the curriculum prepares students for ministry in church and mission agencies as well. The degree is fully online and asynchronous. It can be optionally completed in 12-24 months, with 30 credits, including the writing of an ethnography and master's thesis.

Code	Title	Credit Hours
Required Courses		
ANTH 501	Integrated Anthropological Theory I	3
ANTH 502	Integrated Anthropological Theory II	3
ANTH 530	Theology of Culture	3
ANTH 550	Epistemological Insights for Anthropological Practice	3
ANTH 570	Faith-Based Ethnographic Methods	3
ANTH 601	On Knowing Humanity Colloquium I	1.5
ANTH 602	On Knowing Humanity Colloquium II	1.5
ANTH 680	Thesis in Theological and Cultural Anthropology	3
Electives		
Select three elective classes		9
Total Credit Hours		**30**

Master of Business Administration (Organizational Management)

For diverse professionals with a vision to impact the world around them through business and leadership, the Eastern University LifeFlex Organizational Management MBA program is a fully accredited, fully online, innovative learning community offering radically affordable and flexible self-paced development experiences grounded in faith, reason, and justice that produce students ready to serve as transformational change agents in business and beyond.

MBA Core Requirements

All MBA students must earn a minimum of 30 credits and maintain a minimum cumulative GPA of 3.0. The following courses comprise the core requirements for all MBA students:

Code	Title	Credit Hours
BUSA 505	The Business Environment [1]	3
BUSA 510	Innovation and Design	3
BUSA 515	Strategic Human Resource Management	3
BUSA 565	Strategic Marketing Management [1]	3
BUSA 575	Data Analysis for Business [1]	3

BUSA 585	Financial Accounting [1]	3
BUSA 615	Managerial Economics	3
BUSA 625	Operations and Supply Chain Management	3
BUSA 665	Leading Organizational Strategy	3
BUSA 685	Applied Knowledge Capstone	3
Total Credit Hours		**30**

[1] BUSA 505 The Business Environment, BUSA 565 Strategic Marketing Management, BUSA 575 Data Analysis for Business, and BUSA 585 Financial Accounting are not required for students admitted to the MBA with Advanced Standing.

Advanced Standing

Students who have undergraduate business degrees accredited by AACSB, ACBSP, or IACBE and a minimum undergraduate GPA of 3.0 may be eligible for advanced standing in Eastern's MBA in Organizational Management. Advanced standing students are not required to take four of the ten MBA core courses. Instead, to reach a total of 30 credits for graduation, advanced standing students will take four elective courses which may include a full concentration.

Optional Concentrations

MBA students may elect to pursue an optional concentration to focus their studies on an area of particular interest or career relevance. Pursuing a concentration will result in completing more credits than required for graduation unless a student has Advanced Standing. Students may elect multiple concentrations and may drop a concentration from their program at any time. All concentration coursework must be completed prior to the student graduating from the program.

Business Analytics Concentration

The Business Analytics concentration is offered in partnership with Eastern University's MS in Data Science and is designed to equip students with the data science and analytical skills necessary for managing organizations and teams in the data-driven artificial intelligence economy. To earn the concentration, students must complete the following courses:

Code	Title	Credit Hours
DTSC 550	Introduction to Statistical Modeling [1]	3
DTSC 560	Data Science for Business	3
DTSC 600	Information Visualization	3
DTSC 660	Data and Database Managment with SQL	3
Total Credit Hours		**12**

[1] Students who complete DTSC 550 as part of the Business Analytics concentration do not need to complete the core MBA course, BUSA 575.

Healthcare Administration Concentration

The Healthcare Administration concentration explores the complexities of the healthcare industry including health delivery systems, economics, government policy, and technology and prepares students with the unique knowledge and skills required for a career in this growing field. To earn the concentration, students must complete the following courses:

Code	Title	Credit Hours
HMGT 526	Healthcare Finance and Economics	3
HMGT 536	Health Information System Management	3
HMGT 596	Healthcare Delivery Systems and Public Health	3
HMGT 696	Healthcare Quality, Law, Regulatory Compliance and Policy	3
Total Credit Hours		**12**

Global Sustainable Development Concentration

The concentration in Global Sustainable Development delivers a broad understanding of the vocabulary, major trends, and key tools and skills needed for the work of global poverty alleviation, including leadership, impact measurement, and finance. Learn from accomplished leaders in the field and see how business expertise can apply to the international NGO sector. To earn the concentration, students must complete the following courses:

Code	Title	Credit Hours
GDEV 525	Understanding Poverty and Development	3
GDEV 535	Leadership, Politics and Multiparty Collaboration	3
GDEV 635	Designing, Monitoring and Measuring for Social Impact	3
GDEV 645	Issues in Global Development Finance	3
Total Credit Hours		**12**

Project Management Concentration

Tailored for professionals seeking to master the art of effective project execution, this set of courses equips students with essential skills to lead teams, navigate complexities, and deliver successful outcomes in diverse business environments. Dive deep into project planning, stakeholder communication, and outcome measurement, honing the ability to drive projects from inception to completion. To earn the concentration, students must complete the following courses:

Code	Title	Credit Hours
MNGT 572	The Project Manager As a Leader	3
MNGT 592	Stakeholder and Team Engagement in Project Planning	3
MNGT 612	Project Work, Delivery, and Measurement	3
MNGT 632	Agile Project Management	3

Marketing Concentration

Through video lectures, AI assignments, readings, interactive exercises, and real-world simulations, students will develop key skills to help deeply understand customer needs and market trends, develop compelling differentiated value propositions, create measurable marketing systems that consistently generate results, create channel and partner networks to expand revenue, and optimize the return on investment of the overall marketing system. To earn the concentration, students must complete the following courses:

Code	Title	Credit Hours
MKTG 540	Customer-Centric Marketing	3
MKTG 560	Brand Management	3

MKTG 620	Marketing Campaigns and Digital Content	3
MKTG 640	Global Marketing Channels & Partnerships	3

Human Resources Concentration

Students will enhance their understanding of the key role human resources plays in shaping one of an organization's most valuable assets—its people. Through this concentration in the MBA in Organizational Management, students will gain advanced insights into the processes of recruiting, developing, motivating, compensating, and rewarding employees in ways that drive organizational success. To earn the concentration, students must complete the following courses:

Code	Title	Credit Hours
MNGT 540	Talent Sourcing and Development Organizations	3
MNGT 580	Employment Law and Labor Relations Organizations	3
MNGT 620	Total Rewards Systems Organizations	3
MNGT 640	Diversity in Organizations Organizations	3

Dual MBA/MS In Data Science

Eastern University's (https://www.eastern.edu/academics/graduate-programs/mba-ms-dual-degree/)dual MS in Data Science and MBA degree merges the technical aspects of data science with the strategic acumen of business administration. This comprehensive program is tailored for professionals aiming to excel in our rapidly changing digital economy. The self-paced, asynchronous nature of the coursework allows students to engage with both technical and nontechnical material concurrently within a flexible timeframe. In this program, students acquire not only cutting-edge technical skills demanded by today's employers, but also the critical decision making and leadership competencies essential for managerial roles. Graduates will emerge with this dual competency, prepared to harness the power of data science within business contexts to drive innovation, operational efficiencies, and sustainable growth. The courses are embedded within a framework that encourages students to integrate their faith with their professional aspirations, empowering them to make decisions that promote human flourishing in the marketplace and beyond. Students will graduate with both degrees, and courses in both programs can be taken simultaneously.

Master of Science in Data Science

Eastern University's Master of Science in Data Science offers an innovative approach to learning the art and science of data science in as little as 10 months. In 30 credits, students will become equipped with abilities employers desire: cutting-edge technical skills combined with enhanced decision-making ability and discernment. Our students are trained to apply mathematical and statistical thinking and computer programming skills to both theoretical and applied problems. Students will be inspired to understand data science in the context of their faith - that is, as a tool through which wise decisions can be made that enable human flourishing.

Code	Title	Credit Hours
Required courses		
DTSC 650	Data Analytics in R	3
DTSC 660	Data and Database Managment with SQL	3
DTSC 670	Foundations of Machine Learning Models	3
DTSC 690	Ethical and Philosophical Issues in Data Science and Analytics	3
Electives		
DTSC 520	Fundamentals of Data Science	3
DTSC 550	Introduction to Statistical Modeling	3
DTSC 560	Data Science for Business	3
DTSC 575	Principles of Python Programming	3
DTSC 580	Data Manipulation	3
DTSC 600	Information Visualization	3
DTSC 620	Cloud Foundations	3
DTSC 680	Applied Machine Learning	3
DTSC 685	Natural Language Processing	3
DTSC 691	Applied Data Science and Analytics Science	3

Dual MBA/MS In Data Science

Eastern University's dual MS in Data Science and MBA degree merges the technical aspects of data science with the strategic acumen of business administration. This comprehensive program is tailored for professionals aiming to excel in our rapidly changing digital economy. The self-paced, asynchronous nature of the coursework allows students to engage with both technical and nontechnical material concurrently within a flexible timeframe. In this program, students acquire not only cutting-edge technical skills demanded by today's employers, but also the critical decision making and leadership competencies essential for managerial roles. Graduates will emerge with this dual competency, prepared to harness the power of data science within business contexts to drive innovation, operational efficiencies, and sustainable growth. The courses are embedded within a framework that encourages students to integrate their faith with their professional aspirations, empowering them to make decisions that promote human flourishing in the marketplace and beyond. Students will graduate with both degrees, and courses in both programs can be taken simultaneously.

Master of Science in Nursing

Master of Science in Nursing (MSN) (Nurse Educator)

The Master of Science in Nursing program prepares advanced practice nurses for thoughtful and productive lives of Christian faith, teaching, scholarship, and service as nurse educators and innovative leaders of the global nursing community. The MSN Nurse Educator program prepares graduates to be leaders, educators, and transformers of healthcare environments. They will be self-aware and positive agents for change, prepared to teach effectively, in clinical and academic settings through the lens of a Christian worldview.

The Nurse Educator program provides registered nurses with the qualifications to teach the next generation of nurses through the application of evidence-based teaching methodologies and technology, innovative curriculum design, and hands-on clinical and teaching practicum experiences. The 34-credit, fully online program is based upon Eastern University's mission and the MSN Nurse Educator Program Learning Outcomes, as well as the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing (2021) and the National League for Nursing (NLN) Core Competencies for Nurse Educators (2018).

Students enrolled in the MSN program are required to complete all the foundational level courses beginning with NURS 566 Foundations of Nursing Education followed by:

Code	Title	Credit Hours
NURS 554	Pathophysiology, Assessment, and Therapeutics I	3
NURS 556	Pathophysiology, Assessment, and Therapeutics II	3
NURS 552	Information, Technology & Communication	3
NURS 562	Population Health: Prevention, Promotion And Policy	3
NURS 560	Translating Research for Evidence Informed Practice	3
NURS 564	Foundations of Nursing Leadership	3

prior to moving into the professional level courses. Professional level courses include:

Code	Title	Credit Hours
NURS 630	Innovations in Teaching and Learning	3
NURS 632	Curriculum Design and Revision	3
NURS 634	Assessment and Evaluation Strategies in Nursing Education	3
NURS 650A	Capstone: Part A	2
NURS 650B	Capstone: Part B	2

must be taken sequentially. Professional level courses (except NURS 634 Assessment and Evaluation Strategies in Nursing Education) require a total of 144 practicum hours in addition to coursework as part of course/program requirements.

Master of Science in Nursing Nurse Educator Curriculum

Code	Title	Credit Hours
Foundational Level Courses [1]		
NURS 566	Foundations of Nursing Education [2]	3
NURS 554	Pathophysiology, Assessment, and Therapeutics I [3]	3
NURS 556	Pathophysiology, Assessment, and Therapeutics II	3
NURS 552	Information, Technology & Communication	3
NURS 562	Population Health: Prevention, Promotion And Policy	3
NURS 560	Translating Research for Evidence Informed Practice	3
NURS 564	Foundations of Nursing Leadership	3
Professional Track Courses (Completed sequentially)		
NURS 630	Innovations in Teaching and Learning [4]	3
NURS 632	Curriculum Design and Revision	3
NURS 634	Assessment and Evaluation Strategies in Nursing Education [5]	3
NURS 650A	Capstone: Part A [5]	2
NURS 650B	Capstone: Part B	2
Total Credit Hours		**34**

1 *All foundational courses must be completed prior to taking the professional level courses.*

2 *NURS 566 Foundations of Nursing Education is the Prerequisite for all Foundational courses.*

3 *NURS 554 Pathophysiology, Assessment, and Therapeutics I is the Prerequisite for NURS 556 Pathophysiology, Assessment, and Therapeutics II*

4 *NURS 630 Innovations in Teaching and Learning is the prerequisite for all professional level courses.*

5 *Taken as Co-Requisites. NURS 650A Capstone: Part A is a prerequisite for NURS 650B Capstone: Part B.*

Master of Social Work

Master in Social Work

The Master of Social Work degree at Eastern University prepares students for advanced careers and leadership positions in the profession. Drawing upon a trauma-informed perspective, the program equips students with advanced generalist social work skills. Classroom learning is applied in real-world agency settings where practice competencies are enhanced under the mentorship of experienced practitioners.

Master Of Social Work

Code	Title	Credit Hours
SOWK 501	Introduction to Social Work	3
SOWK 510	Human Diversity and Social Interaction	3
SOWK 520	Human Growth and Behavior in the Social Environment	3
SOWK 540	Generalist Social Work Practice With Organizations	3
SOWK 560	Social Welfare Policy	3
SOWK 561	Generalist Social Work Practice With Individuals and Families	3
SOWK 562	Generalist Social Work Practice With Groups and Communities	3
SOWK 571A & SOWK 571B	Generalist Social Work Field Practicum I,Generalist Internship I and Generalist Social Work Field Practicum I Continuation,Generalist Internship I Continued	3
SOWK 572A & SOWK 572B	Generalist Social Work Field Pract II,Generalist Internship II and Generalist Social Work Field Pract II Continuation,Generalist Internship II Continued Continuation	3
SOWK 581	Social Work Research	3
SOWK 630	Differential Assessment	3
SOWK 640	Trauma, Resilience and Spirituality in Advanced Social Work Practice	3
SOWK 641	Trauma Informed Policy in Advanced Social Work Practice	3
SOWK 642	Trauma Informed Research in Advanced Social Work Practice	3
SOWK 661	Advanced Practice With Individuals	3
SOWK 662	Advanced Practice With Groups, Communities, and Organizations	3

SOWK 671A & SOWK 671B	Advanced Field Practicum I,Advanced Internship I and Advanced Field Practicum I Continued,Advanced Internship I Continued	3
SOWK 672A & SOWK 672B	Advanced Field Practicum II,Advanced Internship II and Advanced Field Practicum II Continued,Advanced Internship II Continued	3
SOWK 663	Advanced Practice With Families	3
SOWK 671B	Advanced Field Practicum I Continued,Advanced Internship I Continued	1.5
SOWK 572B	Generalist Social Work Field Pract II Continuation,Generalist Internship II Continued Continuation	1.5
Total Credit Hours		**60**

Master of Social Work- Advanced Standing

Code	Title	Credit Hours
SOWK 600	MSW Bridge Course	3
SOWK 630	Differential Assessment	3
SOWK 640	Trauma, Resilience and Spirituality in Advanced Social Work Practice	3
SOWK 641	Trauma Informed Policy in Advanced Social Work Practice	3
SOWK 642	Trauma Informed Research in Advanced Social Work Practice	3
SOWK 661	Advanced Practice With Individuals	3
SOWK 662	Advanced Practice With Groups, Communities, and Organizations	3
SOWK 663	Advanced Practice With Families	3
SOWK 671A & SOWK 671B	Advanced Field Practicum I,Advanced Internship I and Advanced Field Practicum I Continued,Advanced Internship I Continued	3
SOWK 672A & SOWK 672B	Advanced Field Practicum II,Advanced Internship II and Advanced Field Practicum II Continued,Advanced Internship II Continued	3
Total Credit Hours		**30**

Student Services

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.

Advising

Each student is assigned an advisor to work with them and foster comprehensive support throughout their time at Eastern University. Students may also work with a faculty advisor within their program. Depending on the nature of the program, the advisor may be able to assist the student with the following functions:

- changes of status,
- requests for Incompletes,
- petitions for exceptions to policy,
- grade appeals,
- graduation clearances,
- course selection and registration,
- academic plans or programs of study, and
- other matters that will contribute to the student's successful and timely completion of the chosen program.

Palmer students have a faculty academic advisor who will monitor the student's academic progress.

Student Responsibility

It is the student's responsibility to be knowledgeable about academic policies, curricula and services of the University, as stated in this publication and posted to www.eastern.edu (http://www.eastern.edu), particularly with regard to degree requirements. A student experiencing personal and/or academic difficulties should contact their advisor at the earliest possible time to ensure appropriate interventions and remedies.

Career Development

The Center for Career Development equips current students and recent alumni with professional tools and skills needed to manage their careers. Services include résumé critique, mock interviews, networking tips, job search strategies, and helpful online resources, including our online job board, Handshake. For more information, visit eastern.edu/careers (http://www.eastern.edu/careers/).

Disability Services

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 the Office of Disability and Access (ODA). Interested students should contact ODA as early as possible for further information and guidance about specific policies and procedures (oda@eastern.edu (ccas@eastern.edu)/(610)341-1705).

Chaplaincy Services

Opportunities for corporate worship, prayer, and counseling are facilitated by the University Chaplain, Dr. Joseph B. Modica (jmodica@eastern.edu/(610)341-5826). The Seminary's Chaplain, Dr. Debbie Watson (dwatson2@eastern.edu/(484)384-2964), facilitates similar opportunities specifically for the Seminary community.

Data and Identity Security

Eastern has taken a layered approach to IT security. Physical access to enterprise systems is very limited and strictly controlled. Electronic access to those systems and data is dependent upon who the user is and their specific relationship to the University, and what they need to know in order to function in that relationship. The IT infrastructure limits the kind of communication that can reach the systems and from where, both internally and externally. In addition to the University firewall, an intrusion

detection system adds another layer of security. Other layers of security are being constantly evaluated.

Identity theft is more likely to happen in ways that are controllable by individual technology users. You can help to protect your own information by following these guidelines:

- Do not answer any e-mail that asks for personal information.
- Make online purchases only at established, reputable sites.
- Do not leave logins, passwords, PINS, and personal information easily accessible to others.
- If you store passwords and financial information on your portable devices, be careful where they are kept and be sure to protect your files.
- Shred personally identifiable records.

E-Mail Services

Eastern University issues a unique username (login), password, and email account to each enrolled student. The Eastern University email account is the required method of communicating with students about community events, important announcements, and last-minute changes such as class cancellations. Therefore, it is very important to check the Eastern email account regularly and/or follow the online instructions to redirect this account to a primary email account. For detailed instructions on Eastern Email, visit the Help Desk (www.eastern.edu/technology-services (http://www.eastern.edu/technology-services/)).

Emergency and Crisis Information

It is advisable to create an account for the EU Emergency Messaging System. Go to www.eastern.edu (http://www.eastern.edu) and find Safety and Security using the Search command. In the case of an emergency event, we ask that all community members use their best judgment. We also recommend that each member of this community become familiar with emergency procedures. Call Security at (610)341-1737 for emergencies on the St. Davids campus. Call building security at other sites.

1. Carry identification, including an emergency contact card, with you at all times.
2. Keep a flashlight, a battery-powered radio and extra prescription medication on hand.
3. If you wear contact lenses, carry glasses with you at all times.
4. Set up a contact plan. Ask someone who lives outside of your area to be your family's contact, and include that phone number on your emergency contact card.
5. If the building you are in is affected, go to another place of safety.
6. As you use your E-Card/key to access buildings, do not allow people unknown to you to enter.

Faculty/Course Evaluations

Students evaluate instructors and curriculum regularly using an electronic evaluation system. Students receive notifications via their eastern.edu e-mail addresses informing them that course evaluations are available for completion. Instructions to access the evaluations are provided in the notifications.

ID Cards (E-Cards)

Students must have their ID cards in order to use the library, to obtain borrowing privileges at area libraries, and to participate in activities on the St. Davids campus. Students may also be asked to identify themselves to Security or other University personnel.

Fitness Center

An 8,200 square foot fitness center is located at the St. Davids campus. The fitness center is open to every Eastern University student (both undergraduate and graduate), and all Eastern faculty and staff. The two-story fitness center features state of the art Hammer Strength weight equipment and Life Fitness cardio equipment. The fitness center also includes a 70-foot batting cage and an indoor turf area for conditioning activities. Each participant must sign a waiver form before they are allowed to use the Fitness Center.

Inclement Weather and School Closing Procedures

As adult students, you will have to use your own judgment regarding travel conditions from your area. If you determine that it is unsafe to travel and the class has not been cancelled, the attendance policy will apply.

Go to www.eastern.edu (http://www.eastern.edu) and enter **School Closing Info** into the Search window to review the current status of facilities and operations at campuses and locations operated by Eastern University. If the University is closed or classes are delayed due to inclement weather (snow, ice, extreme weather conditions) you may also find out by signing up for Emergency Text Alerts from the University.

Text Alerts

If you would like to receive text messages alerting you to class cancellation due to weather closure, sign up for text alerts by going to EU Emergency Messaging System. Fees may apply depending on your mobile phone contract, please contact your wireless provider with any questions.

Library Information

Forty-four (44) TCLC (Tri-State College Library Cooperative) libraries are listed on the Eastern Library homepage. Libraries may be used with a letter from Eastern University's Warner library and a valid Eastern ID.

Also, be aware that books may be borrowed through direct interlibrary loan, on a three-day delivery shuttle, from "PALCI E-Borrow," with 36,000,000 titles from 54 libraries in Pennsylvania, New Jersey, and West Virginia. Access is available on the library homepage. www.eastern.edu/library (http://www.eastern.edu/library/)

Online Courses/Brightspace

Eastern University uses Brightspace for the e-learning environment. The Brightspace system is easy to navigate and is specifically designed for online and hybrid learning in today's classrooms. This system allows students and faculty access to their courses anytime, anywhere.

In order to access an Eastern University online course, your computer and internet service must meet minimum system requirements.

- System
  - *XP Service Pack 3, Vista Business or Premium, Windows 7, Apple Leopard or above*
- Processor
  - *1 Ghz or better, 2 + Ghz preferred*
- Hard Drive

- *80 GB for new equipment (20 GB minimum), 160 + GB preferred*
- Memory/RAM
  - *2 GB, 3 GB preferred*
- Software
  - *Microsoft Office 2007, Microsoft Office for Mac 2008 (Word, PowerPoint, Excel)*
  - *Current versions of: Anti-virus software (e.g., McAfee 8.x)*
  - *Adobe Reader 8.x or higher Anti-spyware software for PC (Adaware or Spybot, downloadable free from the web)*
- Internet Connection
  - *Dial-up is not permitted*
  - *Broadband connection (DSL, FiOS, cable, etc.)*
  - *Wireless– 802.11 b/g*
- Web Browser
  - *Current version of either: Mozilla Firefox 5.x,*
  - *Internet Explorer 7 or higher*
  - *For Macs: Safari or Mozilla Firefox 5.x*
  - *Java 6.x*
- Communications Tools
  - *Web cam (optional)*
  - *Microphone and headset (needed for Adobe Connect)*

Parking Permits for St. Davids Campus

Vehicle registration forms are completed as a part of the registration process for most graduate students. Please refer to the Public Safety website (https://www.eastern.edu/about/offices-centers/public-safety (https://www.eastern.edu/about/offices-centers/public-safety/)/ (610)341-1737) for detailed information on how you will obtain a parking permit. Permits should be displayed at all locations to identify the vehicle to the campus or site security. Please purchase and display your permit as well as abide by posted parking lot restrictions in order to avoid receiving a ticket.

Registration

All students may use online registration in Student Planning at announced periods. Before registration, meet with your advisor to discuss your course selections, plan of study, and any questions you have regarding the registration process. Students must give consent for registration in the form of online self-registration or with their signature on an add/drop form acknowledging their registration into a specific course. Students with balances or that owe the university credential information will not be permitted to register until they have resolved the hold with the office in question.

The Seminary Community

Student Services

In addition to the student services described elsewhere in this catalog, the Seminary provides a faculty advisor for all degree students, a bookstore available online and on campus, and several on-campus computer labs.

Placement Services

Placement resources are coordinated through the Supervised Ministries Department at Palmer. It is the mission of this Department to be a conduit for:

- The external Christian community to address inquiries and to submit postings, information, and ministry opportunities.
- Denominational and other ministry-related organizations to contact PTS as they seek to develop relationships with seminarians through campus visits and/or the dissemination of information to the Palmer community.
- Students to access information submitted to the Seminary as they seek employment opportunities while at PTS and immediately following graduation.

For more information, contact the Office of Supervised Ministries.

Counseling and Spiritual Direction Services

Recognizing that effective Christian ministry is done best by spiritually and psychologically whole, mature persons, and recognizing also that seminary students frequently can benefit from assistance in these areas, the Seminary has arranged with competent professionals to provide counseling and spiritual direction to degree students at a significantly reduced rate, provided students qualify. Dr. Tim Pretz, the Seminary's Counseling Coordinator, acts as a liaison between students and counselors.

Security

Eastern University is proactive about the safety of all campus members and guests. The University has developed a series of policies and procedures designed to ensure that precautionary measures are taken to protect students and guests on campus. A pamphlet which provides the information needed to understand and participate in the effort to keep the campus safe is available in the University's Public Safety Office.

Meals

Breakfast, lunch, and dinner are available at the Eastern University Dining Commons, located in Walton Hall. Vending machines are also available within the classroom buildings on campus. Numerous off-campus dining opportunities are available nearby in the communities of Wayne and King of Prussia.

Campus Facilities

Palmer Theological Seminary is located on the campus of Eastern University in St. Davids, Pennsylvania. The SEPTA (Philadelphia regional mass transit agency) Paoli rail line has stops at the Radnor and St. Davids stations; University-provided shuttle service is available from the Radnor station. In addition, SEPTA's Norristown High Speed Line has a station/stop in Radnor which is adjacent to the Paoli rail line. The campus is located within a few minutes' drive of Lancaster Avenue (Route 30), the Blue Route (I-476), Pennsylvania Turnpike (I-76/I-276), the Schuylkill Expressway (I-76), U.S. Route 422, and U.S. Route 202.

The primary academic facility is the McInnis Learning Center, which contains classrooms and offices for faculty as well as a 300-seat auditorium. Other classrooms are located primarily in the Harold C. Howard Center and Centennial Hall. Each room has wireless internet access as well as state-of-the-art technology that permits the use of PowerPoint, DVD, and online content in instructional and student presentations.

Warner Memorial Library is the main library for Eastern University and is accessible to all Seminary students. The Seminary's collection, originally separate, has now been consolidated within the Eastern University Library collection.

Four Student Computer Labs with workstations and printing capabilities in each are available across campus for enrolled students to use during open building hours.

Statement of Behavioral Standards and Expectations

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 policies and practices considered essential to the community's well-being. The following are specific violations of University policy and will result in student conduct proceedings:

1. All forms of dishonesty, including cheating, plagiarism, furnishing false information to the University, and altering documents with the intent to defraud.
2. The use, sale, distribution and/or the possession of cannabis and other illegal drugs.
3. Unauthorized use of tobacco and nicotine 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 resulting from being drunk, intoxicated, or under the influence of alcohol or illegal drugs.
6. Unauthorized visitation in University housing.
7. Inappropriate displays of affection.

Students who violate these expectations and standards are accountable for their behavior. The principles of accountability are basic to providing a climate that encourages students to take responsibility for their choices and actions. Students can expect to be confronted, counseled, advised and when warranted, conduct will be adjudicated. 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 student conduct cases may vary in formality with the gravity of the offense and the sanctions to be applied. (Note: More detailed statements regarding behavioral standards and expectations can be found in the *Student Handbook*.)

UNDERGRADUATE CATALOG

2025/2026 Catalog

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

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

Eastern University Is An Equal Opportunity University

Eastern University is committed to the principles of equal opportunity as defined under federal and state law, and does not discriminate unlawfully on the basis of race, gender, sexual orientation, color, creed, disability, national/ethnic origin, age, disabled veteran/Vietnam-era, Genetic Information and Nondiscrimination Act (GINA), or veteran status in its admission policy, program, or activities, educational policies, scholarship and loan programs, athletic and other University-administered programs, or employment practices and programs.

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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Academics

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Academic Standing

Academic Classification

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

Standing	Total Earned Credits
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

Students whose semester grade-point average is below 2.0 but to not otherwise meet the criteria for probation or dismissal will receive an academic warning from their Academic Advisor.

Acceptable Progress and Probation

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

Credits	Grade-Point Average
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, warning, or academically dismissed. For purposes of Good Academic Standing for athletic eligibility, satisfactory progress correlates to the Acceptable Progress Policy in the University Catalog, which is independent of the Satisfactory Academic Progress(SAP) policy relating to financial aid.

Review of Scholastic Records

The records of all students whose grade-point averages fall below the requirement for acceptable progress will be reviewed at the completion of Fall/Fall 2 and Spring/Spring 2 terms. 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 issued a warning, put on probation, 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 via Eastern email of all decisions as soon as possible.

A traditional baccalaureate student on academic probation may take up to 16 semester hours. A course load of more than 16 hours requires the permission of the Dean. A Flex student is limited to one course(3 credits) per 7 week term.

Academic Dismissal

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
   - Traditional Baccalaureate: two successive semesters on academic probation;
   - Nontraditional Accelerated: 180 days 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 email from the Registrar's Office to the student's Eastern email account.

The Dean makes dismissal decisions when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation.

Students who receive VA benefits will be dismissed because of any of the circumstances listed above.

Dean's List

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

The Dean's List contains the names of students who have completed at least 12 semester hours credit during the previous semester and have earned a grade-point average of 3.5 or better for the semester.

Eastern University Student Learning Goals

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 Academic Regulations

Class Attendance

I. General Attendance Expectations

The University expects all students, both undergraduate and graduate, to attend their scheduled classes and laboratory periods regularly. Regular attendance is a critical element in achieving learning outcomes, especially in accelerated courses. For online courses, attendance is defined as an online presence demonstrated by active participation in all required threaded discussions, presence and active participation in all required synchronous (live) online sessions, and timely submission and engagement with assignments as specified by the instructor.

II. Instructor's Role and Responsibilities

At the beginning of each course, instructors will clearly outline their specific attendance policy in writing via the course syllabus. This policy will define what constitutes satisfactory attendance for that particular course. Instructors are required to file a copy of their syllabus, which includes the class attendance policy, with the Provost and Vice President of Academic Affairs.

Instructors are under no obligation to make special arrangements for students who were absent. Students are accountable for all work missed due to class absence. Instructors may not impose or recommend a penalty for class absences unless they have clearly stated their class attendance policy to students in their course syllabus and filed a copy with the Provost and Vice President of Academic Affairs.

III. Departmental and Program-Specific Attendance Policies

It is recognized that class absences are sometimes necessary for extenuating professional or personal reasons. For these reasons, specific attendance expectations, policies, and procedures are established and published by the departments responsible for each program. Please consult your specific department's webpage or posted/printed materials for detailed attendance expectations relevant to your program of study.

IV. Administrative and Reporting Requirements

Attendance records are submitted to the Office of the Registrar at the beginning, middle, and end of each semester. These records are essential for institutional administration and external reporting. For security reasons, only registered students may attend classes

Class Cancellations

On occasion, instructors need to cancel their classes because of illness or some other unusual circumstance. Campuses may close for emergency situations or due to weather.

School Closing Information

Go to www.eastern.edu (http://www.eastern.edu) and enter School Closing Info into the Search window to review the current status of facilities and operations at campuses and locations operated by Eastern University.

Text Alerts

If you would like to receive text messages alerting you to class cancellation due to weather closure, sign up for text alerts by going to EU Emergency Messaging System. Fees may apply depending on your mobile phone contract, please contact your wireless provider with any questions.

Absence of Instructor

If a professor or instructor does not meet a class at the assigned hour and no formal cancellation notice has been posted, one of the students should notify the College Dean. Further instructions may be provided by the Dean.

Withdrawal from the University

A student intending to withdraw from the University, even for one or two semesters, must participate in an exit interview with the advisor. 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 their advisor.

A student who has been receiving any type of federal loan prior to withdrawing from the University must also complete a Federal Direct Loan Exit Interview online at StudentAid.gov (http://www.StudentAid.gov) (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

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

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

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

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

Principal Grades

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:

Grade	Meaning	Grade Point Average
A+	Excellent	4.0
A	Excellent	4.0
A-	Excellent	3.7
B+	Above Average	3.3
B	Above Average	3.0
B-	Above Average	2.7
C+	Average	2.3
C	Average	2.0
C-	Below Average	1.7
D+	Low passing	1.3
D	Low passing	1.0
D-	Low passing	0.7
F	Failing	0.0
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

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

Grade	Meaning
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

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

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

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. An additional fee may apply for auditing.

Incomplete Grades

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. An incomplete grade should only be considered if a student has completed at least 75% of 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/registrar (http://www.eastern.edu/registrar/), 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

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

Eastern University is in transition and there is a separate policy for traditional baccalaureate students and for nontraditional accelerated students.

Traditional Baccalaureate Repeated Courses

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 processed through the Exception to College Policy (ETP) digital form located on the Registrar's Webpage is a contract written by the student prior to the term in which he or she seeks re-enrollment. The ETP 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.

Nontraditional Accelerated Repeated Courses

Undergraduate students must repeat courses for the major in which they received grades of "C-" or below. A student who has received a grade of "F" in a required course cannot graduate unless this deficiency is corrected. This course must be repeated the next time it is offered in the regular academic year. The course must be repeated at Eastern. When a student repeats a course, only the higher grade is used in calculating the grade-point average, but both grades appear on the transcript. Credit is granted once for a repeated course, unless the course description specifically allows accrued credit. A course may be repeated twice including withdrawn and failed courses.

Credit Hour Policies

Credits

Eastern University grants credit for academic work on the basis of the semester credit hour, which typically corresponds to forty-two (42.0) hours of faculty instruction over the course of fifteen weeks, plus a final exam period. Instructional hours in the University's seven-week "block" term meets the same requirement in an accelerated format. The instructional requirements for a given course may be higher but never lower than this minimum standard, which is established in the federal and state requirements.

Definition of An Instructional Hour

Federal guidelines for an instructional hour are deliberately flexible. Guidance from the Department of Education states that "the regulations are grounded in commonly accepted practice in higher education, do not intrude on core academic decisions made by institutions and their accrediting agencies, and are completely consistent with innovative practices such as online education, competency-based credit, and academic activities that do not rely on 'seat time.'" (from US Department of Education, Guidance to Institutions, 3/18/2011)

In keeping with these requirements, faculty instructional hours at Eastern University include traditional lectures but are not limited to them because, as the requirements recognize, student learning, curated by the faculty, can be achieved through a broad range of other types of student experiences. These experiences include but are not limited to internships, field trips, group projects, laboratory work, rich-media experiences, student research, and assessment experiences.

Instructional Hours in Online and Blended Courses

Courses offered wholly or partly in online learning environments must meet the instructional requirements outlined above. For the specific online instructional equivalencies, contact the University's Center for Teaching, Learning, and Technology at brightspace@eastern.edu.

Alternative Credit Pathways

The University currently offers several pathways to earn credit for student learning. For more on these options, see the course catalog for your academic program.

Academic Appeals and Grievances

Academic Appeals and Grievances

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."

Academic Petitions (Request for Exception to Policy)

If a student wishes to petition for an exception to an academic policy, the student shall petition the Dean of the College in writing using the Petition for Exception to Policy form (https://docs.google.com/forms/d/e/1FAIpQLSfoc5O3H06N7t6qFjPbU3X8ysWLxmPGKLgu9xCfE4xqtSg-eQ/viewform/) from the Registrar website. 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 the UEPCC Committee 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

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 the UEPCC Committee 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

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.[1] 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.[2]
- **Step 2:** A student may initiate a formal appeal by completing the Grade/Evaluative Action Appeals Form (https://www.eastern.edu/sites/default/files/inline-files/Grade_Appeal_Form.pdf) (Grade Appeal Form) and submitting it to the course instructor. The Appeals Form must be submitted within four weeks of the semester[2] 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.[3]
- **Step 3:** If the student is still not satisfied with the resolution, the student must make a written[1] request to the instructor involved to submit the Appeal Form and accompanying documentation to the departmental chairperson/program director. The instructor will then forward the Appeal Form and all accompanying documentation to the chairperson/program director of the program. This written request must be forwarded to the chairperson/program director within one (1) week following the due date of instructor's decision. The departmental chairperson/program director will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, instructor and program dean.[4]
- **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[1] request to the program dean to submit the Appeal Form and accompanying documentation to the Academic Appeals Committee. This written request must occur within one (1) week of receiving the dean's decision. The dean will then forward the Appeal Form and all accompanying documentation to the UEPCC Committee. The student's written request will be reviewed within one week. The UEPCC Committee will review a presentation by the student of his/her case and will consider the recommendations from Steps 2, 3 and 4. The UEPCC Committee will then decide the merits of the case. The decision of the UEPCC Committee will be final.

[1] May be satisfied by use of the eastern.edu email account and becomes a part of the appeals documentation.

[2] Semester refers to the period of time in which the course is instructed and evaluated.

[3] If the faculty member involved in the appeal is the departmental chair/program director, the student should go immediately to Step 4.
[4] If the faculty member involved in the appeal is the program dean, the student should go immediately to Step 5.

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

Academic Dismissal Appeal Procedure

The student may appeal the dismissal decision by submitting the Student Appeal Form (https://docs.google.com/forms/d/e/1FAIpQLScGtqlko2MloQV88OGc-PcOSebxYxshC9xZ5snr030QYWWACA/viewform/?usp=header) a letter stating any extenuating circumstances which affected his/her academic performance. The documentation should:

1. explain and document perceived irregularities in the application of the academic dismissal policies and procedures, which had the effect of rendering the dismissal decision arbitrary or capricious,
2. present new information which was not available at the time of the dismissal, and/or
3. explain and provide supporting documentation regarding extreme and unforeseen extenuating circumstances that may have affected academic performance.

In the documentation submitted, the student should propose plans to address previous difficulties to ensure future success. All supporting documentation should be included or attached in the form. The Dismissal Appeal form will automatically route to the UEPCC Committee, UEPCC Chairperson, and the Registrar. The decision of the UEPCC Committee is final.

Academic Integrity Policy and Procedure

Eastern University desires for members of its community to strive for original thought in pursuits of academic inquiry. We further believe that each individual has been made in the image of God and possesses a unique vantage point on aspects of faith, reason and justice. As such, assigned coursework should provide an opportunity for that perspective to be expressed. To that end, the university policy on academic integrity aims to ensure academic integrity, promote learning, and maintain fairness in the evaluation process.

I. EXPECTATIONS

A. Expectations for Faculty

All Eastern University instructors commit to educating students on the university standards regarding academic integrity. To that end, faculty are required to do the following:

- Affirm academic integrity as a core institutional value.
- Include links to the academic integrity policy in their syllabus and the university's LMS.
- In courses requiring documentation, define the preferred documentation style for the course (MLA, APA, Chicago Style, etc.)
- Provide students with their preferred resource for documentation guidelines, along with any adaptations of those guidelines in written form.
- Communicate their role as a guide and mentor, explaining how to ask questions regarding academic coursework and academic integrity proactively.
- Provide information about Eastern University's Writing Center support
- Articulate and model acceptable or unacceptable use (see table below) of generative software (e.g. large-language model AI) for the course as a whole and/or for individual assignments, presentations and assessments.

B. Expectations for Students

Eastern University students are expected to complete all academic work as individuals unless otherwise specified in assignment, presentation or assessment guidelines. To that end, students are required to do the following:

- Present work such as but not limited to words, pictures, ideas, data, and artwork that are one's own in written, audio and/or visual form.
- When incorporating work that is not one's own in written, audio and/or visual form, document those sources appropriately, following the citation guidelines provided.
    - Direct language taken from an outside source must be enclosed in quotation marks and cited properly. To omit quotation marks for a phrase that is taken word-for-word from a source is plagiarism.
    - Ideas taken from an outside source must be paraphrased and cited properly. To paraphrase without citing is plagiarism.
- Assume that all tests, assignments, presentations and in-class work are meant to be completed by the individual without collaboration unless otherwise specified by the instructor.
    - To complete an individual test, assignment, presentation or in-class work in a group or to have someone else complete the test, assignment, presentation or in-class work on the student's behalf is plagiarism.
    - To borrow all or part of another individual's work on the same test, assignment, presentation or in-class work is also a form of academic dishonesty.
- Submit new work to one's instructor. Assignments, presentations or assessments that were completed for another class are not accepted unless explicit knowledge and consent of the instructor is given.
- Ensure that one's own work is not improperly used by others by not sharing assignments, presentations, or assessments to students enrolled in different sections of the course.

II. GUIDELINES FOR AI INTEGRATION

Generative Artificial Intelligence is an emerging technology that more closely approximates human reasoning through engaging in a variety of tasks. While AI has the power to innovate research and analysis, it also has the potential to serve as a shortcut to human reasoning. Therefore, it is important for faculty and students to work collaboratively in learning how to use AI ethically and effectively. Eastern University is committed to teaching students how to pursue understanding and excellence in and beyond their studies with the recognition that AI technology is

highly integrated into their daily environments. Towards this end, Eastern University seeks to provide students with an understanding of emerging technologies and opportunities to embrace their ethical and professional uses.

Acceptable AI usage will be determined by the course instructor. Classes that incorporate AI into learning will specify how AI can be used through syllabi and assignment guidelines. Students are expected to follow the AI guidelines as articulated by the instructor.

In some courses where concepts, theories and application are first introduced, AI usage may be less encouraged and/or outright forbidden. This is to encourage students to build a foundation of original thinking before deepening that thinking with artificial intelligence tools. However, in other courses and/or disciplines where AI is deemed an essential tool, students can expect clear guidelines on how to initiate AI usage, validate its findings, integrate it into their own thinking, and attribute sources.

Instructors are encouraged to use the following designations on assignments, presentations and assessments:

A. AI Integration Chart

The use of AI tools to aid in content creation should be within the bounds permitted by the instructor, and must be used only to supplement, and not replace, the student's own knowledge, understanding, and effort.

These descriptions are not meant to be comprehensive. Students should consult assignment directions, the course syllabus, presentation or assessment guidelines for more detailed guidance on AI usage in each context.

B. Evidence of Student Authorship and Original Work

To support academic integrity and demonstrate original authorship, students are strongly encouraged to retain documentation of their work process, particularly for written assignments such as essays. This documentation may include:

- Multiple drafts of the assignment
- Document version history (e.g., from Google Docs; see item C)
- Handwritten notes, outlines, or concept sketches
- Authorship verification reports from approved tools (e.g., Grammarly Authorship)
- Copies of conversations with AI
- Other instructor-approved forms of evidence

Maintaining such evidence serves both to demonstrate student authorship and compliance with AI instructor guidelines. Students may be asked to provide this documentation upon request by the instructor and are encouraged to make this a regular part of their professional and academic practice.

C. Student Submissions & Use of Google Docs and Version History

Students are strongly encouraged to use Google Docs instead of Microsoft Word or Mac Pages for written assignments. Google Docs automatically keeps a version history of a document's edits, which can serve as proof of student authorship. This feature is not easily supported in Microsoft Word or available in Mac Pages, and for this reason, their use is discouraged. An instructor may request the version history of any submitted assignment.

Instructors reserve the right to not grade an assignment they suspect of violating their AI direction until a resolution between the student and instructor can be reached.

III. VIOLATIONS OF ACADEMIC INTEGRITY

Academic Integrity is vital to any university community. The Eastern University student is expected to live a life of honesty and integrity consistent with the demands of Christian discipleship. Therefore, dishonesty is regarded by Eastern University as an egregious violation of both the academic and spiritual principles of this community. "According to the Scriptures, followers of Jesus Christ will…be people of integrity whose word can be fully trusted (Psalm 15:4; Matt. 5:33-37)."

A. Tiers of Academic Dishonesty

Eastern University situates incidents of academic dishonesty within three tiers with varying levels of intentionality and corresponding consequences.

1. **Tier One Offenses may include the following:**
2. misuse of paraphrasing
3. citation errors
4. recycling old work
5. other non-malicious errors

This tier should be viewed as rehabilitative and educative.

1. **Tier Two Offenses may include the following:**
2. a student's second minor offense, of the same or differing nature from the first
3. plagiarism, particularly in one or more small portions of an assignment
4. cheating on an exam; including utilizing notes, study aids, or another's work, internet resources, or generative AI when sitting for online or in-person examinations or quizzes, unless otherwise directed by the instructor
5. assisting or contributing to academic dishonesty through helping or attempting to help others commit an act of academic dishonesty.

This tier should be viewed as rehabilitative and educative.

1. **Tier Three Offenses may include the following:**
2. paying someone to complete an assignment or assessment
3. copying the majority of an assignment, presentation or assessment from an outside source

4. submitting an assignment, presentation or assessment that was largely completed by someone else
5. fabricating or falsifying data, evidence, statistics, or material to augment one's original research or idea.

B. Academic Penalties for Academic Dishonesty

A student who commits an act of academic dishonesty will receive disciplinary sanctions, which may include educational initiatives, failure of the assignment, failure of the course, or separation from the University (see D5 below). Given the serious consequences of academic dishonesty, the student is encouraged to discuss any course-related difficulties openly with the appropriate instructor instead of resorting to dishonest conduct.

C. Adjudicating Academic Dishonesty

1. General Process: All cases of academic dishonesty will be reviewed and adjudicated by the instructor. The instructor will submit the Academic Dishonesty Form. Academic dishonesty constitutes a violation of both the academic and spiritual principles of the University community. This report will be sent to the Academic Deans and/or the Office of the Provost, who will interface with the Office for Student Development as needed. As such, disciplinary action may occur at both the course and University level.

1. Note: The Provost and Academic Deans have the discretion to modify the following procedures at any time during a specific investigation or adjudication, as circumstances warrant. Nothing contained in these procedures is intended to create, or be interpreted as creating, any contractual rights on the part of any student.

D. Procedure for Adjudicating Academic Dishonesty

When the academic integrity policy is violated, according to the definition adopted by the faculty and any additional definition(s) the instructor has published to their students, the instructor should follow these steps:

1. Discuss: Communicate with the student about the instance of academic dishonesty. In this communication, faculty may want to inquire about the writing process and/or key content elements of the assignment. Faculty may want to ask students to provide access to the document history.
2. Gather evidence: Instructors should prepare a summary of their conversation with the student.

1. Fill out: The instructor will complete the Preliminary Academic Integrity Form (https://docs.google.com/forms/d/e/1FAIpQLSf2c7DMpFaE3NwExUzeTuEPkhJl0lNzu2o3xl_PwJCuC1qBoQ/viewform/?usp=sf_link).

1. Notification: The instructor will receive an automatic email letting them know whether or not this was the student's first offense, along with a link to the Academic Integrity Report Form (https://docs.google.com/forms/d/e/1FAIpQLSfel-8l0wVmGcMZ4d8KvucxKnEUCJgu2NEYD_UXt25so9_gYg/viewform/?usp=sf_link). (This automatic email will include how many times the student has been reported for academic dishonesty, and the number is inclusive of the instructor's report, e.g. when an instructor reports a student's first offense, they will receive an email saying that the student has been reported (1) time.)

1. Fill Out: The instructor will complete the Academic Integrity Report Form (https://docs.google.com/forms/d/e/1FAIpQLSfel-8l0wVmGcMZ4d8KvucxKnEUCJgu2NEYD_UXt25so9_gYg/viewform/?usp=sf_link), in which they will choose one of the following penalties according to their assessment of the severity of the infraction and any extenuating circumstances:
2. Assign a grade of F or zero on the paper, project or examination but allow resubmission, resulting in a maximum grade of C. (Recommended for TIER ONE OFFENSES)
3. Required referral to the Director of the Writing Center (or their designee), for additional education on academic integrity (Recommended for TIER ONE and TIER TWO OFFENSES)
4. Assign a grade of F or zero on the paper, project or examination without the opportunity for resubmission. (Recommended for TIER TWO OFFENSES)
5. Assign a grade of F in the course. (Recommended for TIER THREE OFFENSES)

Note: In all cases, the instructor will submit evidence of academic dishonesty through

the Academic Integrity Report Form (https://docs.google.com/forms/d/e/1FAIpQLSfel-8l0wVmGcMZ4d8KvucxKnEUCJgu2NEYD_UXt25so9_gYg/viewform/?usp=sf_link). The instructor is responsible for all communication

with the student. This includes the preliminary conversation and the delivery of academic

consequences.

E. Appeals Procedure

Students may appeal the allegation of academic dishonesty and their grade through the University procedure for resolving grade disputes (https://www.eastern.edu/sites/default/files/inline-files/Grade_Appeal_Form.pdf).

F. Student Rights

- The right to choose whether to respond to faculty communication and/or meeting request(s) regarding the allegation, with the understanding that findings and sanctions may be imposed with or without participation.
- The right to notice of the allegation that a violation of the Academic Integrity Policy has taken place.
- The right to notification of meeting opportunities with the instructor related to the complaint and of the prompt timeframes anticipated for major stages of the complaint process.
- The right to notice of the factual allegations that form the basis of the complaint.
- The right to a prompt and impartial response and resolution of complaints.

- The right to have the University or the Complainant bear the burden of proof by a preponderance of the evidence.
- The right to present relevant statements, materials, and witnesses during the conduct review proceedings in communication and/or meeting with the instructor.
- The right to review all written statements and materials related to the allegation.
- The right to notification of any finding of responsibility.
- The right to be free from retaliation for participating in the University's investigation and fact-finding process.
- The right to appeal, consistent with the provisions outlined within this policy and the Student Code of Conduct.

General Education at Eastern University

Undergraduate general education (GE) at Eastern University prepares students for thoughtful and productive lives of faith, leadership and service. As a Christian university, one of our missional aims is to ensure that this educational experience is informed and shaped by Christian insights about the human and natural world. To this end, Eastern University's general education exposes students to the breadth of the liberal arts as well as our missional dedication to faith, reason and justice. Each learning outcome is carefully measured within the general education core to ensure that our undergraduate programs offer valuable skills that students will need to succeed academically, socially, and vocationally.

Eastern University's general education curriculum is designed not only to satisfy the Christian mission of our institution but also to satisfy the requirements of the Pennsylvania Department of Education, which requires that baccalaureate degrees include at least 40 credits of general education courses in a broad spectrum of disciplines, specifically including courses in the following areas: humanities, arts, communications, social sciences, mathematics, technology, and science. The elements of this core curriculum are provided below.

I. The General Education Core

The general education core requires at least 45 credits, including 39 credits from the standard general education curriculum and 6 credits nested within the major. Transfer students may have different requirements, depending on the total number of credits earned before entering Eastern University (see section II, ***General Education Core for Transfer Students****). Students in the Templeton Honors College must complete an alternative curriculum.*

Eastern University students satisfy the core curriculum requirements by successfully passing the courses listed in the categories below and achieving a grade C or higher in ENGL 102 College Writing.

Faith: Spiritual Development
Understanding and Loving God

Spirituality, 9 credits

Spirituality sets humanity apart from the rest of the natural world. We are more than just biological beings vying for survival; we are social beings who, on our best days, cultivate care and compassion for our neighbors, even our enemies. Inspired by the revolutionary life of Jesus, the study of belief allows us to reflect upon our complex questions about God, the holy scriptures, and our service to others in light of God's love and compassion.

Undergraduate students complete the following two courses:

Code	Title	Credit Hours
BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
or BIBL 200	Exploring Biblical Literature	
THEO 110	Christian Spirituality	3

Undergraduate students also select one from the following options:

Code	Title	Credit Hours
THEO 140	Faith and the Big Questions	3
THEO 240	Introduction to Christian Theology	3
PHIL 211	Faith and Philosophy	3
MISS 100	Perspectives in Christian World Mission	3

Students transitioning into this core from a previous core can apply any BIBL or THEO credits to this requirement.

Templeton Honors College students complete the following three courses:

Code	Title	Credit Hours
HONR 140	Old Testament	3
HONR 141	New Testament	3
HONR 240	Introduction to Christian Theology	3

Reason: Intellectual Development
Understanding and Loving the World

The Western Tradition, 3 credits

Because of Western thought's profound influence on the intellectual, social and political ideologies of our world, including upon the Christian faith, we seek to engage in thoughtful and critical dialogue with this tradition.

Undergraduate students choose one of the following courses:

Code	Title	Credit Hours
ENGL 204	Masterpieces of European Literature	3
HIST 160	Ancient World	3
HIST 161	Modern Civilization	3
HIST 201	U.S. Survey to 1877	3
HIST 202	U.S. Survey Since 1877	3
PHIL 100	Heritage of Inquiry: an Introduction to Philosophy	3
POLI 214W	Political Theory	3

Templeton Honors College students complete the following two courses:

Code	Title	Credit Hours
HONR 160	Western Civilization I: Greece and Rome	3
HONR 161	Western Civilization II: Medieval and Renaissance Europe	3

Cultural Perspectives, 3 credits

In the increasingly diverse and interdependent world in which we live, it is crucial to understand the non-Western cultural perspectives that shape our ways of knowing within the human community. These traditions deepen our understanding of our complex, intersectional identities within the context of migration and globalization.

Undergraduate students choose one of the following courses:

Code	Title	Credit Hours
Any ANTH course 100-level or above		3
BUSA 306	Global Business	3
CRMJ 305	Comparative Criminal Justice Systems	3
DANC 375	World Dance	3
EDUC 417	Multicultural Education	3
ENGL 225	Post-Colonial Women's Novels	3
ENGL 235	Global Fiction	3
HIST 326	Native American History	3
HIST 350	African-American Historical Survey	3
HIST 352	Russian History	3
HIST 353	History of Middle East	3
HIST 354	History of Latin America	3
HIST 371	Byzantine Empire & Civilization	3
HIST 372	Eastern Orthodox History and Theology	3
HIST 373	History & Culture of Arabic Christianity	3
HIST 440	The Black Church in America	3
INST 213		3
INST 214		3
INST 215		3
INST 218		3
INST 219		3
INST 275	Cross Cultural Studies	3
MUSI 250	Music in World Cultures	3
POLI 324	Politics of the Middle East	3
POLI 325	Politics of Africa	3
POLI 326	Politics of Latin America	3
PSYC 324	Cross-Cultural Psychology	3
SOCI 350	Poverty, Oppression and Development in Africa	3
THEA 325	Race and Gender in American Theatre	3
THEO 315	Theological Foundations of World Religions	3
Any Modern Language course, 100 or above		3

Templeton Honors College students choose from any course from the list above or any language course, 100 or above.

Human Behavior, 3 credits

Our ever-changing cultural landscapes make it crucial to understand the social forces that shape our ways of knowing within the human community. The study of cognition and behavior helps us break down walls and increase empathy for the other, reminding us that we are never alone.

Undergraduate students choose one of the following courses:

Code	Title	Credit Hours
Any ANTH, SOCI, SOWK, POLI or PSYC course 100-level or above		3
COMM 101	Foundations of Communication	3
COMM 104	Introduction to Human Communication Relational Communication	3
ECON 203	Macroeconomics	3
EDUC 205	The Developing Child: PK to 4	3
EDUC 211	Educational Psychology	3
EDUC 234	Child and Adolescent Development	3
GEOG 201	World Geography	3
MINL 101	Culture, Ministry, and the Gospel	3
YMIN 102		3

Templeton Honors College students complete the following course:

Code	Title	Credit Hours
HONR 260	West Civ III: Modernity	3

Mathematics, 3-4 credits

The study of mathematics points to the intricate order of the universe. Numbers are everywhere, and in our data-rich world, they help us both make sense of our existing reality and change that reality for the greater good.

Undergraduate students choose one of the following courses:

Code	Title	Credit Hours
Any CSCI, DTSC or MATH course 100-level or above [1, 2]		3
BUSA 221	Business Statistics	3
CHEM 111	Applied Chemistry: Air, Water and Energy	3
CHEM 118	Chemistry for Healthcare	4
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry Laboratory I	4
MATH/PSYC/ SOCI 220	Elementary Statistics	3
PHYS 121	Introduction to College Physics (Algebra-Based)	4
PHYS 151	Introduction to University Physics (Calculus-Based)	4
POLI 318	Research in Political Science	3

[1] Except DTSC 420 Ethical and Philosophical Issues in Computing
[2] MATH-100 cannot be used to fulfill this requirement

Templeton Honors College students may choose the following course:

Code	Title	Credit Hours
HONR 240	Introduction to Christian Theology	3

Natural Sciences, 3-4 credits

Science helps us to investigate everything in the universe, from distant stars, to the biosphere, to the inner-workings of our own physical bodies. Our awareness of environmental degradation and subsequent care for the natural world have the potential to affect generations to come. Through evidence-

based research, Eastern students will be ready to assess and apply scientific methods as responsible world citizens.

Undergraduate students choose one of the following courses:

Code	Title	Credit Hours
Any ASTR, BIOL, CHEM, GEOL or PHYS course 100-level or above		3

Templeton Honors College students may choose the following course:

Code	Title	Credit Hours
HONR 201	Cosmology	3

Justice: Character Development
Understanding and Loving Yourself and Others

Character Formation, 1-3 credits

Individuals are much more than emotionless machines. We believe in purpose and possibility. To that end, we desire to understand what it means to be human and to explore the ways that faith, reason, and justice help us create lasting change in ourselves and in our world.

Undergraduate students take one of the following courses:

Code	Title	Credit Hours
INST 150	Introduction to Faith, Reason, and Justice	3
INST 140	Introduction to Faith, Reason, and Justice: Non-Residential and Virtual Community Students	3

Transfer students on the Saint Davids campus may take the following course:

Code	Title	Credit Hours
INST 151	Introduction to Faith, Reason and Justice - Transfer Students	1

Templeton Honors College students complete the following two courses:

Code	Title	Credit Hours
HONR 101	The Good Life	3
HONR 480	Senior Capstone: the Ordinary Life	2

Social Justice, 3 credits

At Eastern University, we believe that God acts through individuals and the institutions they create to bring about reconciliation. This kind of transformational movement requires awareness, creativity, and clarity of vision in speaking truth to power and transforming our society for the greater good.

Undergraduate students choose one of the following courses:

Code	Title	Credit Hours
BIBL 365	Sex, Violence, and the Bible	3
BIBL 375	The Marginalized and the Bible	3
BIOL 320	Environmental Issues	4
BUSA 311	Business Ethics and Leadership	3
CRMJ 220	Restorative Justice	3
ECON 220	Faith and Economic Justice	3
EDUC 417	Multicultural Education	3
FAPA 235	Social Justice and the Arts	3
INST 271		3
PHIL 225	Christian Sexual Ethics	3
POLI 250	Ethics and Public Policy	3
POLI 270	Justice in a Pluralistic Society	3
SOCI 273	Social Institutions & Justice	3
SOWK 110	Human Diversity and Social Interaction	3
THEO 207	Christian Ethics	3
THEO 337	Theology of Culture	3

Templeton Honors College students complete the following course:

Code	Title	Credit Hours
HONR 202	Justice and the Common Good	3

Communication, 3 credits

In our often-polarized society, we are exposed to a lot of noise. Sometimes, it's difficult to discern what's true and good within the cacophony. At Eastern, we believe in becoming intentional listeners, writers and speakers in order to build bridges instead of walls between one another. Moreover, we are energized by the ways that emerging technologies open up new opportunities for transformative communication.

Undergraduate students take the following course:

Code	Title	Credit Hours
COMM 120	Public Speaking	3

Templeton Honors College students complete the following course:

Code	Title	Credit Hours
HONR 120	The Art of Rhetoric	3

English Writing, 6 credits

Social change often begins with the written word: a missive, the draft of a speech, a policy proposal. Through compelling and coherent writing, our perspectives are made manifest and real, that we might participate in the great conversations of our age.

Undergraduate students complete the following two courses:

Code	Title	Credit Hours
ENGL 102	College Writing (students must achieve a grade of C or higher)	3
A "W" course (Writing-intensive course taken within the major)		

Templeton Honors College students complete the following two courses:

Code	Title	Credit Hours
HONR 101	The Good Life	3
A "W" course (Writing-intensive course taken within the major)		3

Arts and Literature, 3 credits

Human beings possess the unique ability to inspire – to coax beauty out of the mundane or even out of chaos. At this intersection of the human journey and divine revelation, the creative and literary arts deepen our sense of what's possible and allow us to offer witness and a sense of unending wonder to a world suffering from injustice.

Undergraduate students choose one of the following options:

Code	Title	Credit Hours
Any DANC, FAPA, MUSI, or THEA course 100 or above (must total 3 credits)		3
BIBL 355	Film and the Bible	3
COMM 220	The Art of Film	3
COMM 351	Digital Storytelling	3
COMM 361	Digital Media Production	3
EDUC 370	Literature for Children and Adolescents	3
ENGL 204	Masterpieces of European Literature	3
ENGL 205	Survey of British Literature I	3
ENGL 206	Survey of British Literature II	3
ENGL 207	Studies in Drama	3
ENGL 208	Studies in Poetry	3
ENGL 210	The Literature of Women	3
ENGL 215	American Literature I	3
ENGL 216	American Literature II	3
ENGL 220	Studies in the Novel and Short Fiction	3
ENGL 236	Young Adult Literature	3
ENGL 245W	Introduction to Creative Writing	3
ENGL 299	Selected Gender Studies Topics in Literature	3
ENGL 315	Irish Literature	3
ENGL 316	Scottish Literature	3
PHIL 260W	Philosophy and Literature	3
PHIL 240	Narrative Medicine	3

Templeton Honors College students complete the following two courses:

Code	Title	Credit Hours
HONR 103 & HONR 104	Templeton Choral Ensemble and Templeton Choral Ensemble	2
HONR 280	Beauty & the Arts	3

Faith, Reason, and Justice Integration

Major Capstone Course, 3 credits

Each undergraduate major includes a culminating "Capstone" experience, in which students demonstrate the broad range of general skills acquired within the general education and academic major curricula they have completed.

Total Credit Hours for General Education: 43-47

II. General Education Core for Transfer Students

Listed below are the maximum number of general education core credits required for students transferring into Eastern University's undergraduate programs. Actual requirements may be lower if any comparable courses were already taken at another institution.

GE/Core Category	23 Credits or Less	22-44 Credits	45+ Credits	Associate's Degree
Faith: Spirituality				
Spirituality Literacy (BIBL 100)	3	3	3	-
Spiritual Development and Practice (THEO 210)	3	3	0-3	-
Other Theology	3	3	0-3	3
Reason: Intellectual Development				
Western Tradition	3	3	3	--
Cultural Perspectives	3	3	3	--
Human Behavior	3	3	3	--
Mathematics	3-4	3-4	3-4	--
Natural Sciences	3-4	3-4	3-4	--
Character Formation and Social Justice				
Traditional Undergrads take INST 150 or INST 151; Non-traditional Undergrads must take INST 140.	3	1-3	1-3	1-3
Social Justice	3	3	3	3
Communicatio	3	3	3	--
English Writing	6	6	6	3
Arts and Literature	3	3	--	--
Major Capstone	3	3	3	3
Total Credits	45-47	43-45	34-35	13-15

III. General Education Learning Outcomes

Eastern University's general education and core requirements (see above, section I-II) are designed to ensure that our graduates develop competence in a broad range of skills and aptitudes. Below is a list of the expected learning outcomes.

Communication

1. Written Communication:
Able to demonstrate mastery of academic American English in written form

2. Verbal Communication:
Able to demonstrate mastery of academic American English in spoken form

Information Management

3. Technological Literacy:
Able to employ essential and applicable technology effectively

4. Information Literacy:
Able to obtain information from credible sources and properly attribute materials

Analytical Reasoning

5. Critical Thinking:
Able to evaluate biases and analyze perspectives and evidence

6. Analytical Reasoning:
Able to create effective and focused arguments supported by evidence and logic

7. Mathematical Competency:
Able to correctly apply numbers and logic to practical problem-solving

8. Scientific Competency:
Able to make claims and predictions based on collected and analyzed data from natural phenomena

Moral Reasoning

9. Diversity and Cultural Competence:
Able to understand one's own assumptions and appreciate the differing perspectives of other individuals and cultures

10. Ethical Reasoning:
Able to evaluate questions of morality for application in the critique of ideas and social structures

Major Declaration

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.

Traditional Baccalaureate undergraduate students will enter the University as an Exploratory Studies major until the time that they declare a major. 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. Students in nontraditional undergraduate programs enter with a declared major.

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

A traditional baccalaureate 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.

An accelerated nontraditional associates or bachelor's degree student must get approval to change the major by the original advisor and the program director of the new major. Some programs have established deadlines for changing majors. It is the student's responsibility to consult with the program advisor to clarify eligibility and procedures.

Second Major

Students are required to complete the requirements for only one major in order to graduate. However, traditional Baccalaureate 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.
6. Both majors will show on the student's transcript but the student will only receive the degree for the first declared major.

Individualized Major

A traditional baccalaureate student with fewer than 60 earned credits may propose an individualized major leading to the Bachelor of Arts degree. 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 Dean for action.

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

Second Baccalaureate Degree

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 120 hours required for the first degree, making a total of at least 152 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 120 hours or more.
4. Financial Aid for a Second Baccalaureate Degree is limited to the Federal Direct 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

Cooperative programs with nearby Rosemont College, Villanova University, and Valley Forge Military College are among the special studies options offered to Eastern University students. Full-time traditional undergraduate students registered for at least 12 Eastern University credits 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

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 Senior Associate Registrar no later than March for fall programs, or October for spring programs. Students need to be approved by Eastern University before applying to one of the study abroad 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**[1] 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.)
- **The Contemporary Music Center**[1] provides a 1 to 2 semester opportunity for students considering a career, Christian or secular, in contemporary music performance/composition, music business administration or music technology. This program is located in Nashville, TN.
- **Creation Care Study Program** allows juniors and seniors to study diverse land and ocean ecosystems of New Zealand, cultural and sustainability issues in the South Pacific, along with policy applications and a Christian theology of stewardship.
- **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 Soongsil University in South Korea, Trinity Western University in Vancouver (for Education majors).
- **Hong Kong Baptist University** offers Christian junior and senior students in all majors a living and learning experience in Hong Kong, China.
- **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.
- **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.
- **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.
- **The Quetzal Education Research Center**, sponsored by Southern Nazarene University and based in the cloud forest of Costa Rica, is a field ecology-focused program (10 of 16 credit hours), plus courses in Latin American culture and in Biblical Theology of stewardship. Original research is required. Extensive travel in Costa Rica and Nicaragua, including rural homestays, is part of program.
- **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**[1] 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.
- **Universidad de las Americas** - Puebla offers students with appropriate levels of Spanish language ability the opportunity to study Spanish and other disciplines at one of Mexico's major universities accredited by the Southern Association of Colleges and Schools. UDLAP offers very strong course choices in medicine, including courses in clinical Spanish for foreign students in all lab sciences and in business tracks.

[1] Sponsored by the Council for Christian Colleges and Universities. For descriptions of each of the programs, admissions requirements and fees, please contact the senior associate registrar.

Financial Assistance and Off Campus Programs

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
- Participate in one of the following programs that have been approved for aid transfer

1. Council for Christian Colleges and Universities (CCCU) Programs and programs approved by the Curriculum Committee:
   - Accès Study Abroad, *France*
   - American Studies Program, *Washington, D.C.*
   - Contemporary Music Center, *Nashville, TN*
   - Creation Care Study Program, *Belize/New Zealand*
   - 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*
   - Scholars' Semester in Oxford, *England*
   - Spanish Studies Abroad, *Spain/Argentina/Cuba*
   - Study Abroad in Scandinavia, *Denmark*
   - St. Andrews University, *Scotland*
   - Universidad de las Américas-Puebla, *Mexico*
2. Exchange Programs through Eastern University:
   - Soongsil University, *South Korea*
   - Trinity Western University, *Canada*
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.

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.
- A student may not use Eastern University funds for room & board fees for a study abroad program.
- 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:

- provide the Financial Aid Office with a fully completed Study Abroad Consortium Agreement upon acceptance into their Study Abroad Program.
- file the Free Application for Federal Student Aid (FAFSA) for consideration for aid other than the merit-based scholarship(s) from Eastern.

Graduation

Student Responsibility

The ultimate responsibility for meeting graduation requirements rests with the individual student. Student Success Advisors, 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 progress in Student Planning upon receipt of an Application for Graduation. Students should review their progress in Student Planning for irregularities or deficiencies prior to submission of the Application for Graduation. 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

In order to receive the Associate of Arts, Associate in Science, 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 minimum total of 120 semester credit hours for a Baccalaureate degree or 60 credits for an Associate's degree.
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. Students with more than one major will earn one degree, determined by the first major, and will be given one diploma.
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.

Dates on Diploma

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

Declaration of Intent to Graduate

It is the responsibility of the student to notify the Office of the Registrar of his/her intention to graduate by completing an Application for Graduation. Applications for graduation must be filed by using Self Service through the MyEastern portal. The Application for Graduation should be submitted upon enrollment in the student's final class required for degree, but no later than the following

Degree Conferral Date	Application for Graduation Due Date
March 31st	February 1st
May 31st	March 1st
July 31st	June 1st
August 31st	July 1st
October 31st	September 1st
December 31st	November 1st

Students whose plans for graduation change, whether they intend to graduate earlier or later than previously anticipated, must inform the Office of the Registrar. The Graduation Fee is added to the student's account upon submission of the Application for Graduation. The Graduation Fee is charged regardless of whether the student chooses to participate in the Commencement Ceremony.

Participation in Commencement Ceremonies

A Commencement Ceremony is held at the close of the Spring semester to recognize students who have graduated in the previous academic year, or who are expecting to complete degree requirements in the Spring term. Students who are expecting to complete degree requirements in the summer following the commencement ceremony, can petition to participate early in the commencement ceremony, provided students submit necessary documentation showing enrollment in all coursework that will complete degree requirements. Petitions to participate and all appropriate enrollment documentation must be submitted no later than March 1st. Participation in the commencement ceremony is optional.

Graduation Honors (Bachelor's Programs Only)

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

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.

Allen Guelzo Award • In honor of Dr. Allen Guelozo, the former Chair of the History Department, founding Dean of the Templeton Honors College, and eminent historian, this award is granted to a history major who has demonstrated original historical insights and rigorous research.

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.

Board of Fellows Outstanding Dissertation Award • Awarded for doctoral dissertations that not only embody a high quality of scholarship but also an integration of faith, reason, and justice.

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.

College of Education and Behavioral Sciences Kappa Delta Pi & Psi Chi Student Student Advocacy Award ($200) • Recognizes two students in the College of Education and Behavioral Sciences who demonstrate leadership through service and advocacy in Kappa Delta Pi/Psi Chi activities that engage the Eastern University community, local schools, agencies, and organizations that advocate for students.

College of Education and Behavioral Sciences Graduate Student Award for Leadership, Service and Advocacy ($200) • Given to two recipients who demonstrate leadership through service and advocacy in the Eastern University community, local schools, professional organizations and faith institutions. will maintain a 3.5 GPA and demonstrate leadership through service and advocacy in the Eastern University community, local schools, professional organizations, and faith institutions.

College of Education and Behavioral Sciences Undergraduate Student Leadership and Service Award ($200) • Given to two recipients - will maintain a 3.5 GPA and demonstrate leadership through service and advocacy in the Eastern University community, local schools, professional organizations, and faith institutions.

Criminal Justice Award • Awarded to a graduating Criminal Justice major who demonstrates outstanding academic achievements as well as participation activities that benefit the larger community.

Diane Renich Kelley Award in Missions ($1,000) • Awarded to a graduating missiology and anthropology major who shows promise for cross-cultural Christian Ministry.

Dr. Gordon C. Bennett 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.

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.

Jack Geiger Memorial Award ($50) • Awarded to the graduating senior majoring in business administration who was very active in the business student organizations.

Janice Stead Memorial Award ($50) • Awarded to students selected by the Student Development Directors for the students' outstanding contribution to the Christian life program of the University.

Ministry Leadership Award • Awarded to graduating students for excellence in the study of Ministry Leadership.

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.

PhD Student Service Leadership Award ($500) • Awarded to a graduating student who has exemplified the ideals of leadership through service consistent with the program goals of the PhD Program in Organizational Leadership.

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

The SMACS Outstanding Computational Science Student Award • Awarded to a graduating student by the School of Mathematics and Computational Sciences for excellence in computer science or data science.

The SMACS Outstanding Mathematics Student Award • Awarded to a graduating student by the School of Mathematics and Computational Sciences for excellence in mathematics.

Sociology Award • Plaque 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. (NOTE: only students who have submitted their application for graduation by March 1st will be eligible)

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.

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

University Alumni Awards ($200) • Two awards, made to undergraduate graduating students who have made the most significant advance during their university careers.

Yolanda Turner Personal Growth Award • Awarded to a graduating Psychology major who has demonstrated substantial personal growth while at Eastern University.

Pre-Professional Preparation

Forensic Science

Eastern University and Temple University now offer an accelerated 4+1 program that leads to both a B.S. in Chemistry from Eastern and a P.S.M. in Forensic Chemistry from Temple. See the Department of Chemistry section for more details.

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/):

- Chemistry: one year of general chemistry [start in first semester of freshman year], then one year of organic chemistry, followed by a semester of biochemistry. Biochemistry II is also recommended.
- Biology: one year of general biology. Also recommended cell bio, molecular bio.
- Physics: one year of general physics [calculus I is a prerequisite].
- English: one semester of composition and one semester of literature
- Statistics
- General Psychology
- General Sociology

Eastern University has an affiliation agreement with Philadelphia College of Osteopathic Medicine (PCOM) as well as an Early Assurance Program with Penn State College of Medicine. For more information on these programs, please contact Dr. Maria Fichera, Pre-med advisor (mfichera@eastern.edu).

Pre-Dental, Pre-Veterinary, Pre-Podiatry, Pre-Optometry, Pre-Pharmacy

Requirements are similar as above but also contain some additional necessary coursework. Therefore, 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-pharmacy students can consult with Dr. Jeanne Bundens.

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, including several undergraduate Villanova Engineering courses, followed by graduate coursework in Engineering 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.

Pre-Physician Assistant

Physician Assistant programs do not require a specific college major. (See www.aapa.org (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.

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.

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 Graduate Course Work.

Undergraduate Students Taking Graduate Coursework

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. 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.

Session Schedule

Advising

Each student is assigned an advisor to work with them and foster comprehensive support throughout the student's time at Eastern University. Students entering from high school are assigned advisors based on their INST 150 Introduction to Faith, Reason, and Justice course enrollments with whom they will meet periodically to discuss their academic programs, career goals, and personal problems or needs. When a student formally declares a major, they will be advised by an academic advisor within their department. Students transferring in more than 24 semester hours of credit from other colleges are assigned faculty advisors in their major areas; they must still formally declare their majors.

Advisors serve as a resource for students and faculty. Students are encouraged to visit their advisors for assistance with course planning, registration, guidance in understanding academic policies and procedures, and any other questions they may have during their time as students. Transfer students are strongly encouraged to visit their advisors in their first week on campus, so staff can facilitate a smooth transition.

Registration

Two registration periods are scheduled each year: one in October or November for the following spring and summer terms; one in March or April for the following fall term. Summer sessions are voluntary sessions and carry additional fees and charges. All students are expected to register for classes during the registration period, which is announced to students on the Registrar's webpage and through electronic communication to each student. Students are required to meet with their faculty advisors or advisors to choose classes and to have their course selections formally approved in Student Planning. Students may not register for classes until all advising, financial, and reporting obligations are met.

Classes are open to all students as long as space is available, and as long as all criteria is met. The size of classes is limited in some cases because of the nature of the courses being 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.)

Please note that any disputes regarding your student account or registration activity must be filed within one year of the transaction in question. After one year, any disputes must be accompanied by appropriate documentation and are reviewed at the discretion of the Vice President.

Financial Clearance

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

In the regular fall and spring semesters, the normal academic load for traditional baccalaureate students 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 nontraditional accelerated student may take up to 7 credits in each 7 week term, or 3 credits per 7 week term if on probation.

A traditional baccalaureate 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.

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

Student Responsibility

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 they are registered must officially withdraw from the course by the withdraw deadline.

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).

Students are required to notify the University when their home address changes.

Adding, Dropping, Withdrawing from Course Work

To add, drop, and withdraw from courses officially, a student must do so in Student Planning or by using an add/drop form in the Registrar's Office.

To add: A student may add courses only during the first week of a semester or during the first week of a seven-week term. Some programs require advisor approval prior to registration.

In order to drop or withdraw from a course, a student must take action. Notifying faculty or failing to attend class is not sufficient to drop or withdraw from a course. Deadlines for adding, dropping, and withdrawing classes are available on the published calendar.

To drop: Through the second week of a semester, or the equivalent time in other sessions, a student may drop a course online through Student Planning or by submitting a signed Add/Drop Form to the Registrar's Office. Courses that are dropped will have charges removed, and there will be no grade on the student's record.

To withdraw: After the drop period, a student may withdraw from a course by submitting a signed withdrawal form to the Office of the Registrar. A grade of "W" will be entered on the academic record of any student who withdraws from a course before the course has been completed. Courses carrying a grade of "W" receive no credit and are not counted in the grade-point average, even though they carry a financial obligation and do count towards the course repeat policy.

Students are advised to contact the Financial Aid Office to determine the impact of the drop or withdrawal on overall aid eligibility.
When a student drops or withdraws from a course, access to the course in Brightspace will be removed with immediate effect.

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

The ability to withdraw and receive refunds for programs vary based upon the established policies of these courses. Grades of "W" are taken into consideration in the calculation of Federal Title IV eligibility. They are also taken into consideration when determining if a student has made Satisfactory Academic Progress. Questions about financial aid and implications on adding, dropping, or withdrawing should be directed to the Office of Financial Aid.

The ability to withdraw and receive refunds for programs vary based upon the established policies of these courses.

Academic Warnings

Students not making sufficient progress in courses will receive an academic warning at various points in the term or semester. 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

In the traditional baccalaureate programs, 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 their college. 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

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 Student Planning or Self Service on Eastern's Web site www.eastern.edu (http://www.eastern.edu). (Self Service and Student Planning offer secure access through password protection.)

Requests for Transcripts

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 and can be accessed on Eastern's Self Service site. The University will withhold official documents if financial obligations have not been met.

Students may request official transcripts using www.eastern.edu (http://www.eastern.edu) e-mail or by completing the transcript request form. Transcripts are issued within five business days. A special processing fee of $10.00 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 $5.00 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)).

Instructional Delivery of Accelerated Courses

Courses consist of at least 14 hours of instructional time for each credit awarded. Each undergraduate accelerated course is seven weeks in length. Each week of instructional activity begins on Monday and ends the following Sunday at 11:59 p.m. Courses are delivered in the following formats in addition to on-ground classroom instruction:

Online: Online instruction occurs when the learner and the instructor are not in the same physical location, and the instruction is delivered through asynchronous and/or synchronous modalities via the Internet.

Synchronous modalities allow individuals to interact online at the same time versus asynchronous modalities that allow individuals to log on at different times.

Blended: Blended instruction includes a combination of online (asynchronous and/or synchronous) delivery and on-ground classes (when the learner and the instructor are in the same physical location and meet in real time as scheduled). Online synchronous classes and on-ground classes are offered in real time as scheduled. Online delivery will not be greater than 49% of total class time.

The Academic Programs

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.

Eastern University Fast Pass

Residential students in our traditional undergraduate programs can receive two, tuition-free, online summer classes, for each year of study at Eastern University. Students in our traditional undergraduate programs, who reside on campus and maintain satisfactory academic progress, can take advantage of this program. It is open to students in all majors in all colleges, including the Templeton Honors College. Commuter students who carry a full-time EU traditional undergraduate course load during the academic year, but do not pay for room and board, will receive significant discounts on these summer classes.

Majors

Each student must elect and complete a major in order to graduate. The student's first major determines the degree earned. Students in Associates programs will earn an Associate of Arts, Associate in Science or Associate in Applied Science degree. 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

Groupings of courses approved by faculty vote in particular areas of study are recognized as minors for students in Bachelors programs. 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

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

Subject	Major and Degree Received	Minor
Accounting	BS	X
American History		X
Anthropology		X
Astronomy		X
Biblical Studies	BA	X
Concentrations:		
Biblical Languages		
Without Biblical Languages		
Biochemical Studies	BA	
Track:		
Pre-Pharmacy		
Biochemistry	BS	X
Biological Studies	BA	
Biology	BS	X
Business Administration	BS	X
Concentrations:		
Entrepreneurial Studies		
Financial Services		
Leadership		
Chemistry	BS	X
Track:		
4+1 Forensic Chemistry		
Chemistry-Business	BS	
Christian Thought		X
Communication Studies	BA	X
Concentrations:		
Interpersonal Communication		
Digital & Emerging Media		
Strategic Communication		
Journalism		
Computer Science	BS	X
Criminal Justice	BA	X
Dance	BA	X
Data Science	BS	X

Early Childhood Education	BS	
Early Childhood Studies	AA	
Early Childhood Studies	BS	
Education		X
English	BA	
Concentrations:		
Literature		X
Writing		X
Environmental Science	BS	X
Exercise Science	BS	
Fine Arts		X
Forensic Chemistry		X
Global Studies and Service	BA	
Concentrations:		
Anthropology		
Missiology		
History	BA	X
Health Science	BA	
Individualized	BA	
Journalism		X
Latin American Studies		X
Leadership Development		X
Liberal Arts	AA	
Concentration:		
Early Childhood Education		
Marketing	BS	X
Mathematics	BA	X
Concentration:		
Pre-Engineering		
Middle-Level Education	BS	
Ministry Leadership	BA	X
Missiology		X
Music	BA	X
Concentrations:		
Church Music		
Composition/ Electronic Music		
Contemporary Music		
General		
Performance		
Worship Arts		
Music Education	BS	
Nursing	BSN	
Organizational Leadership	BA	
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
Special Education	BS	
Theatre	BA	X
Concentrations:		
Performance		
Directing		
Musical Theatre		
Theology and Ethics		X
Theological Studies	BA	
Urban Studies		X

The Templeton Honors College

The Templeton Honors College is designed to challenge and prepare academically gifted undergraduate students for leadership and service as persons of influence in culture, society, and their professions, by providing a holistic program focused on students' intellectual, moral, aesthetic, spiritual, and practical formation. It is an academic community gathered around a faculty of friends who love the true, good, beautiful, holy, and useful.

The Honors College program is a self-contained general education core that includes a series of seminar-style courses focused on reading, writing, and conversing about significant ideas, great texts, and important works of art within the long tradition of Christian liberal arts education. The courses are divided into five major areas: Ethics & Public Thought (The Good); Mathematical & Scientific Thought (The True); Christian Thought (The Holy); the Fine Arts (The Beautiful); and the cultural history of Western Civilization. The curriculum also includes other activities that foster community and contribute to student formation, including a freshman camping trip, weekly forums, a Lessons & Carols service, a winter retreat, end of year banquets, performing arts events, special lectures, and other events.

The Templeton Honors College accepts up to 36 new students each year through a competitive application and interview process. Though students do not "major" or "minor" in the Honors College, participation in it becomes part of the student's academic record. The most popular majors among Honors College students include Mathematical Sciences, Biology, History, Philosophy, and

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

Admission Requirements

1. Acceptance to Eastern University.
2. Templeton students are usually in the top 10% of their high school graduating class and have SAT scores averaging 1200/1800 or ACT scores of 28 and above, along with leadership abilities with other academic or personal achievements.
3. A deep desire to read great books, have great conversations, and live great lives.

Templeton Honors College Courses

The Templeton curriculum is divided into the following five groups of courses, taken over four years. 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. Ethics & Public Thought (The Good)

HONR 101 The Good Life

"What does it mean to live well?" is one of the most basic and enduring human questions, perennially asked by people who care about their well-being or that of their neighbors. "The Good Life" is a foundational course in the Honors College focused on Christian ethics and character formation, taken in the first semester of a student's first year. It considers the moral practices, virtues, vices, knowledge, and loves that help and hinder individual human flourishing, examining these ideas through the writings of select pagan and Christian poets, novelists, philosophers, and theologians, including Homer, Plato, Aristotle, Augustine, Aquinas, C. S. Lewis, and Graham Greene.

HONR 120 The Art of Rhetoric

Rhetoric, properly understood, is an art that informs a student's character through an understanding of the dynamic relationship between a speaker or writer and his or her audience. Students in this course will study and analyze a broad selection of classic and contemporary texts to sharpen their awareness of rhetoric and the use of language. In addition to reading foundational treatises on rhetoric, students will read seminal works from an array of disciplines to learn how rhetoric functions as the basis of written and spoken communication. Careful analysis and thoughtful discussion of these readings will help students develop their own communication skills as they craft their writing and speaking according to rhetorical norms and a good end.

HONR 480 Senior Capstone: the Ordinary Life

The Templeton 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. Designed for fourth-year students preparing for graduation, Honors Capstone: The Ordinary Life extends the conversation begun in the freshman course "The Good Life" about a life well-lived and offers students the opportunity to consider the ordinary aspects that will constitute their ordinary lives to come. The course will cover the life of the mind, work, money, home, art, family, friends, church, and place. Moral concepts that frame the course include the Aristotelian ideas of intellectual and moral virtue; the Augustinian concept of rightly ordered loves; and the Thomistic idea of intrinsically good activities. It will draw on readings from the classical to the contemporary eras.

"Cultural Perspectives" Course: any approved course from Eastern's GE Core or any language course 100-level or above.

2. Mathematical & Scientific Thought (The True)

Choose one of the following:

HONR 201 Cosmology

This course is primarily a science course within a historical timeframe, in which 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. Without a thorough grounding in astronomy and an insight into our ages-long search for comprehending our universe and its origin, one's conceptual paradigm for understanding God and human history is severely limited and anthropocentric. A firm grounding in cosmology also equips the scholar to intelligently interpret the burgeoning field of current astronomical discoveries, as well lovingly and competently discuss controversial issues related to creation and the age of the universe. This course aims to deepen the way students see themselves, their planet, human history, and most importantly, the triune God. Includes observatory experience.

HONR 204 Harmonia: The Mathematical Creation

This course engages in a study of mathematical thought in the Western Tradition from Euclid through modernity to the present. Attention is paid both to the mathematical work of key figures and the relationship between their mathematical systems 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 philosophical and theological tradition.

3. Fine & Performing Arts (The Beautiful)

HONR 103 Templeton Choral Ensemble/HONR 104 Templeton Choral Ensemble

The Templeton Chorale is a two-semester ensemble course tailored to teach students how to sing in a choral ensemble. Students will learn notation, correct breathing, posture, and singing techniques, as well as specific strategies to participate competently in fine choral singing. Students will study, analyze, and perform some of the classic choral repertoire of the Western Christian Tradition. Upon completion of this course sequence students will have the ability to sing in a choral ensemble, to understand the basic choral repertoire of the Western musical canon, and to appreciate the art of choral music and literature.

HONR 280 Beauty & the Arts

What does beauty have to do with human life and meaning? Why are the arts such a vital part of cultures around the world throughout history? How might art shape us morally and socially? By what criteria should we assess or regulate creative excellence and license? Can artists help revitalize cities, heal trauma, bridge social divides, and cast a prophetic vision for the good society? These are some of the questions that will arise in this course as we will explore the theme of beauty in western thought and art. Our focus will be on the traditional visual arts—sculpture, painting, and architecture—as well as more contemporary media, such as film and photography. We will look at, read about, and discuss a wide range of art forms, while engaging theological and philosophical aesthetics, from antiquity to the present. We will also interact with literary works that thematize beauty and visual art.

4. Christian Thought (The Holy)

HONR 140 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 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.

5. The Western Tradition

HONR 160 Western Civilization I: Greece and Rome

This course is the first in a three-course series in which we will read and discuss some of the books which made the Western world what it is, so that we may understand ourselves and our world better. This first course investigates how the literature, ideas, and cultures of Mediterranean Christianity, Greece, and Rome came together to lay the foundation for subsequent 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 II: Medieval and Renaissance Europe

This course builds on the story that began in HONR 160 Western Civilization I: Greece and Rome, tracing how the traditions of Christian, Greek, and Roman thought and culture formed the Christian culture of late antiquity, including monasticism, feudalism, scholasticism, and humanism. It is not merely a course on synthesis, but on the creative way that the Latin Christians looked at the questions left to them by the ancient world about the ordering of the soul according to the virtues, and according to the divine order set forth in Holy Scripture and the revelation in God's creation, including the creative efforts of God's highest creation, the human soul. The course's main emphasis is on the place of love ordering one's soul to God, and how this theme is inescapably present throughout this period.

HONR 260 West Civ III: Modernity

This concludes the Western Civilization sequence by providing students with an understanding of distinctly modern theories of society generated within the 17th–20th centuries and the American context. The course utilizes sociological, theological, philosophical, and literary texts in order to make sense of the modern world. It explores the evolution and development of "modernity" less as an idea or epoch and more as a set of institutional transformations and practices that emerge from the older tradition, but modify them in fundamental ways. Modernity's legitimating ideologies of emancipation and progress are examined through its key institutional carriers: industrial capitalism, the modern state, and the modern self. In all this, we will keep an eye towards the unintended consequences of these changes and the implicit normative visions embedded within them.

HONR 300 Honors Seminar

Honors seminars are designed to provide students an opportunity to consider specific texts, authors, and subjects in a more focused, extended, and intensive way than a typical course affords.

General Education and the Templeton Honors College Core Curriculum

The Templeton Honors College maintains its own General Education core that is distinct from but related to the university's General Education core and competencies. All Honors College students complete their general education requirements within the Honors College, but major in one of the other five colleges: Health and Social Sciences, Arts and Humanities, Education, Business and Leadership, or Palmer Theological.

Templeton Course Sequence

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

Course	Title	Credit Hours
Semester 1		
HONR 101	The Good Life	3
HONR 103	Templeton Choral Ensemble	1
HONR 140	Old Testament	3
HONR 160	Western Civilization I: Greece and Rome	3
	Credit Hours	**10**

Semester 2		
HONR 104	Templeton Choral Ensemble	1
HONR 120	The Art of Rhetoric	3
HONR 141	New Testament	3
HONR 161	Western Civilization II: Medieval and Renaissance Europe	3
	Credit Hours	**10**
	Total Credit Hours	**20**

Year 2 Courses

To complete by the end of the 2nd year:

Code	Title	Credit Hours
HONR 202	Justice and the Common Good	3
HONR 240	Introduction to Christian Theology	3
HONR 280	Beauty & the Arts	3
HONR 260	West Civ III: Modernity	3
HONR 201	Cosmology	3
or HONR 204	Harmonia: The Mathematical Creation	
Total Credit Hours		**15**

Year 3 Requirements

Code	Title	Credit Hours
HONR 260	West Civ III: Modernity	3
Cultural Perspectives Course		3
Total Credit Hours		**6**

Year 4 Course

Code	Title	Credit Hours
HONR 480	Senior Capstone: the Ordinary Life	2
Total Credit Hours		**2**

In the event that a major course is required in a semester that differs from this sequence, students should follow the recommendation of the major for that course.

Continuation Requirements

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.

Admission

- Admission of Traditional Baccalaureate Undergraduate Students (p. 124)
- Admission to Non-Traditional/Accelerated Programs (p. 125)
- How to Apply for Admission (p. 126)

Admission of Traditional Baccalaureate Undergraduate Students

The following information applies only to students seeking admission to Eastern's "traditional" undergraduate programs. Those interested in Eastern's adult and/or non-traditional undergraduate programs 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.*

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.

Eastern University is committed to the principles of equal opportunity as defined under federal and state law, and does not discriminate unlawfully on the basis of race, gender, sexual orientation, color, creed, disability, national/ethnic origin, age, disabled veteran/Vietnam-era, Genetic Information and Nondiscrimination Act (GINA), or veteran status in its admission policy, program, or activities, educational policies, scholarship and loan programs, athletic and other University-administered programs, or employment practices and programs.

Campus Visits

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 610.225.5020, or by emailing Visit.Eastern@eastern.edu, or by visiting https://www.eastern.edu/undergraduate-visits (https://www.eastern.edu/undergraduate-visits/). The Office of Undergraduate Admissions is open weekdays from 8:30 a.m. to 5 p.m. and Saturdays by appointment.

Basis for Admission

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, while maintaining a cumulative high school GPA of 2.0 or higher.

Eastern University uses a test-optional admissions policy. Applicants are not required to submit SAT and/or ACT scores; however, the University reserves the right to request test scores from any applicant with a GPA of less than 2.0.

The following items may be evaluated in the application process:

1. The student's performance in their high school coursework as measured by their grade point average
2. Letters of reference indicating a strong likelihood of succeeding at Eastern (optional)
3. A personal essay (optional)

Student Support

Services offered through the Student Support offices can help students who show potential to succeed in college provided they have adequate support through counseling or tutoring. In addition to services during fall and spring semesters, the Academic Resource Center 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.

Act 101 Program (PA Higher Education Equal Opportunity Program)

The Act 101 Program, offered at Eastern through the Academic Resource Center (ARC), 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 in Eastern's traditional undergraduate programs are eligible. Interested applicants can contact ARC for more information.

Transfer Applicants

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

Applicants who earned the Associate of Arts or Associate of Science with a 2.0 or higher from institutionally accredited and endorsed by CHEA colleges will receive credit for all courses completed in their degree programs. Other transfer students from 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. Degrees and credits submitted for PDE certification purposes must be taken at a college or university program that has institutional accreditation recognized by the US Department of Education (and listed in the Higher Education Directory).

Eastern University will accept a maximum of 60 credit hours from any combination of Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), Excelsior College Examinations, DSST and validated college-level learning. (Students whose scores on Advanced Placement tests are 3, 4 or 5 will be granted academic credit for equivalent college courses and will award up to 30 credits for the International Baccalaureate Diploma exams with scores of 5, 6, or 7 as long as the credit does not duplicate equivalent college courses or AP exams in the same subjects.)

Eastern accepts credit for non-collegiate 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 an institutionally accredited and endorsed by CHEA college or university and is posted on an official transcript from that institution.

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

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.

Eastern University (EU) may award undergraduate credit for coursework completed at post-secondary institutions that are not institutionally accredited and endorsed by CHEA with the following condition:

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

Eastern University requires the last 32 credits to be Eastern University credits. Therefore, transfer credits are limited to 88 undergraduate credits.

International Applicants

Eastern University welcomes applications for admission from well-qualified, non-U.S. resident citizens of other countries. The Test of English as a Second Language (ESL) with a minimum TOEFL Internet score of 79, IELTS score of 6.5, or Duolingo score 115 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 $200 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-l) Student Status.

Admission to Non-Traditional/ Accelerated Programs

To be admitted to any non-traditional undergraduate program, the applicant must provide official documents and meet the following eligibility criteria:

- High school graduate
- The final high school transcript must be official, show the date of graduation, and be issued by a school district or private school approved by the Pennsylvania Department of Education or another state's/country's educational authority. The GED will be accepted in place of a high school transcript if the official test score report and diploma are issued by the Pennsylvania Department of Education or another state's educational authority.
- Demonstrated success in college-level learning if previously enrolled in another college or university as indicated by a minimum cumulative grade-point average of 2.0 (The specific undergraduate program may require a unique standard to comply with professional requirements).
- Additional information required by the specific undergraduate program.
- Ability to appropriately use contemporary technology tools for communication and online learning as indicated by the signed Disclosure of Online Learning Expectations form.

For applicants who studied in educational systems outside the United States:

- Eastern University requires a course-by-course evaluation completed for any international college courses taken. Evaluations are accepted from any member of the National Association of Credential Evaluation Services (NACES) organization. Discounted evaluations can be requested through SpanTran by submitting an Evaluation Request Form (https://spanside.my.salesforce-sites.com/SpantranApplication/?Id=d2125d66-1562-47c7-8444-c0d15ca6c25f).

For applicants whose language of instruction was not English:

- Minimum Test of English as a Foreign Language (TOEFL) score of 79 (Internet-based) ***or***
- Minimum International English Language Testing System (IELTS) score of 6.5 ***or***
- Minimum Duolingo score of 100 ***or***
- Successful completion of Eastern University's Advanced IESL courses.

Admission to Eastern University is not automatic; that is, some applicants who meet or surpass minimum requirements may be denied acceptance. Each Eastern program reserves the right to accept or reject any applicant for reasons the University determines to be material to the applicant's qualification to pursue a degree. For example, a violation of integrity and honesty in the application process is a serious offense, considered to be sufficient basis to deny admission.

Readmission Policies

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 Registrar's Office.

Note: Students who have not returned to Eastern within the period of five years or who plan to make significant changes in their programs of study, such as a change of degree objective or major, must apply through the Admissions Office and fulfill the graduation requirements in effect at the time of their return.

The Application for Readmission form with instructions is provided on the Registrar's Web page. A completed application form must be submitted to the Registrar's Office 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 Registrar's Office 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 the Student Success Advisor to the applicant by electronic mail.

Readmission after an absence of more than five years or a request to change programs of study: Students who have not returned to Eastern within the period of five years or who plan to make significant changes in their programs of study, such as a change of degree objective or major, 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. 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.

How to Apply for Admission

1. **Apply online (https://www.eastern.edu/admissions-financial-aid/undergraduate-admissions-traditional/) to Eastern University**. Eastern University's free online application is designed to be completed in 20-30 minutes.
2. **Submit an official high school transcript or official GED**. Contact your school's guidance office to submit an official copy of your high school transcript. While unofficial high school transcripts may be used to render an admissions decision, all students must submit a final official high school transcript before beginning classes. Home-schooled students may present a transcript compiled by their home-schooling parents to be used to render an admissions decision.
3. **Submit your optional essay and/or letter of recommendation to your Admissions Counselor (https://www.eastern.edu/admissions-financial-aid/undergraduate-admissions/contact-undergraduate-admissions-team/) via email.** After reading the mission statement of Eastern University, please describe how you see your talents, interests and abilities fitting into the mission of the University. (Eastern University reserves the right to request an essay and/or letter of recommendation as a required credential of an application.)
4. Transfer applicants must have official transcripts of all previous high school, college, and university course work sent to the Office of Undergraduate Admissions. Transfer applicants may be asked to provide course syllabi for the proper evaluation of transfer courses.

When to Apply

Eastern admits students for both the Fall and Spring semesters on the basis of rolling admission. Due to an increasing number of applicants to Eastern, applying during the first semester of the senior year is recommended.

Previously Approved Applications

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, the student must re-apply to the Office of Undergraduate Admissions and submit official transcripts for any additional academic work. Application documents are held for one year after the originally intended matriculation date. Applicants who have taken course work elsewhere will have their admission re-evaluated.

Advanced Placement

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. Please provide all your placement scores to the registrars office.

College Credit for High School Students

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 contacting to the Registrars Office.

International Baccalaureate

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

Eastern University provides several ways in which applicants not seeking a degree may enroll in courses. The maximum number of credits a non-degree student may earn is 12. Contact the Registar's Office or visit the Other Application Types (https://www.eastern.edu/admissions-financial-aid/undergraduate-admissions/apply-eastern/other-application-types/) page for the appropriate application.

Visiting 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. Students must submit a brief application and a letter from the academic dean indicating that they are 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.

Summer Guest Learner – Any person over the age of 16 is invited to register for online coursework with Eastern University in the summer. To enroll as a non-degree seeking, summer Guest Student at Eastern University, fill out our Visiting Learner Application for Online Studies. Current college students enrolled at other institutions may be asked to submit an unofficial transcript from their home institution. Other applications may be asked to submit a statement of purpose for enrollment in their course.

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 Direct Loans, Federal Direct PLUS Loans) or Eastern University funded scholarships or grants.

Rescinding Admission

Eastern University reserves the right to rescind an offer of admission to a candidate if new information comes to light after the candidate has been admitted, such as a decline in academic performance, which would have negatively impacted the original admissions decision.

Readmission

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 Registrar's Office. The Application for Readmission form with instructions is provided on the Registrar's web page www.eastern.edu/registrar (http://www.eastern.edu/registrar/). A completed application form must be submitted to the Registrar's Office 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 by the Student Success Advisor 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 website 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 with their advisor for readmission. The application will be considered by 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.

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, the student 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

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 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.

Introduction

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- Doctrinal Statement (p. 129)
- Institutional History (p. 130)
- President's Greeting (p. 130)
- Welcome (p. 130)

Accreditation and Memberships

Eastern University is accredited by the

Middle States Commission on Higher Education (MSCHE)

1007 North Orange St.
4th Floor, M.B. #166
Wilmington, DE 19801
(267.284.5000) www.msche.org (http://www.msche.org)

Institutional Accreditation

Middle States Commission on Higher Education (MSCHE) (http://www.msche.org/)
Eastern University is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) www.msche.org (http://www.msche.org/). Eastern University's accreditation status is Accreditation Reaffirmed. The Commission's most recent action on the institution's accreditation status on June 22, 2023, was to reaffirm accreditation. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education.

Eastern University's College of Business and Leadership is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP is a specialized global business accreditation body following the Baldridge model focused on teaching excellence, student outcomes and continuous improvement. ACBSP evaluates business programs in areas of leadership, strategic planning, stakeholder relationships, quality of academic programs, faculty credentials, and quality improvement.

ACBSP
8101 College Blvd #100
Overland Park, KS 66210
(913.339.9356) https://acbsp.org/ (http://acbsp.org/)

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.
655 K Street NW, Suite 750
Washington, DC 20001
(202.887.6791) www.aacnnursing.org/ccne-accreditation

Eastern University's Bachelor for Science in Biochemistry degree program is accredited by the American Society of Biochemistry and Molecular Biology.

ASBMB

6120 Executive Blvd., Suite 400

Rockville, MD 20852

(240.283.6600) https://www.asbmb.org/

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)
9355 - 113th St. N, #7709
Seminole, FL 33755
(727.210.2350) www.caahep.org (http://www.caahep.org)

Bachelor of Social Work, Master of Social Work
Council on Social Work Education (CSWE)
333 John Carlyle Street, Suite 400
Alexandria, VA 22314
(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 superintendents at the educational administration level are recognized by:

The Pennsylvania Department of Education
Forum Building

607 South Drive
Harrisburg, PA 17120
(717.783.6788) https://www.education.pa.gov/

Upon successful completion of all eligibility criteria, Eastern University's College 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 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
- 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:

- Institution Classification: Professions-focused Undergraduate/ Graduate-Master's Large/Medium
- Student Access and Earnings: Higher Access, Medium Earnings

It is approved for Veterans' Education and a participant in the Yellow Ribbon Program.

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

Please check our website for the most up-to-date information regarding accreditation and authorizations:

https://www.eastern.edu/about/accreditations-and-authorizations (https://www.eastern.edu/about/accreditations-and-authorizations/)

Doctrinal Statement

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, or faculty member 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.

Institutional History

Institutional History

Eastern University's story began on March 19, 1925, when six Baptist ministers gathered at 1701 Chestnut Street in Philadelphia to pursue a shared vision of a Christ-centered academic institution. With a $26 donation laid at the center of the table and a spirit of bold conviction, they established Eastern Baptist Theological Seminary (EBTS), an institution committed to theological education that was both "conservative, yet progressive."

The seminary grew rapidly, adding faculty and facilities, and in 1940 moved to Wynnewood, PA. As EBTS expanded, it also recognized a need for broader academic preparation. In 1952, Eastern Baptist College (EBC) was established as a separate institution to provide a four-year liberal arts education grounded in faith. The college moved to the former Walton estate in St. Davids, PA, offering students a holistic experience of academic excellence, spiritual formation, and community life.

In 1972, the college was renamed Eastern College, reflecting its broadened identity while maintaining its Baptist heritage. A growing demand for advanced education led to the launch of graduate programs in the 1980s, including its first MBA program. With this momentum, Eastern achieved university status in December 2001. In 2003, the university re-integrated with its founding seminary, which was renamed Palmer Theological Seminary in 2005 in honor of Dr. Gordon Palmer, a transformative leader and president in the seminary's history.

Today, Eastern University encompasses multiple schools and colleges, including the College of Arts and Humanities, College of Business and Leadership, College of Education and Behavioral Sciences, College of Health and Sciences, Templeton Honors College, Esperanza College, and Palmer Theological Seminary. Through over a century of growth and change, Eastern has remained steadfast in its mission: to prepare graduates to impact the world through faith, reason, and justice.

President's Greeting

Congratulations on your decision to attend Eastern University. EU is a vibrant and compassionate Christian academic community committed to faith, reason, and justice in service to God and the world. Having been at Eastern since 1992 serving as a faculty member, department chair, and division executive director, I am honored to serve as the 10th President of Eastern University.

The greatest commandment states that we should love God with all of our heart, all of our soul, all of our mind, and all of our strength. Our outstanding faculty demonstrates that kind of holistic engagement that leads to the second commandment to love our neighbors, even our enemies, as ourselves. Jesus Christ offers us the most transformational relationship ever entrusted to humanity. He "is the way, the truth, and the life." *(John 14:6)* Education at Eastern is about transformation.

Eastern is a place of inquiry, listening, debating, thinking, and growing in the discernment and formation of beliefs, values, interests, skills, careers, and service. Learning requires a patient commitment to study; it requires time. Learning is a direct investment in your future and a corrective to the increasing pace and compression of life.

I hope that you will take advantage of the tremendous resources available through our multiple campuses, colleges, travel opportunities, major and minor programs, performing arts ensembles, athletic teams and clubs, regional cultural institutions, and natural beauty.

May God bless you as you join and contribute to the Eastern experience!

The world needs you. The world needs Eastern U!

Welcome to Eastern University!

Dr. Ronald A. Matthews
President

Welcome

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 a variety of undergraduate, graduate, and doctoral degrees, including:

Undergraduate Degrees

- Associate of Arts
- Bachelor of Arts
- Bachelor of Science
- Bachelor of Science in Nursing
- Bachelor of Social Work

Graduate Degrees:

- Master of Arts
- Master of Business Administration
- Master of Science
- Master of Science in Nursing
- Master of Education
- Master of Social Work
- Master of Divinity
- Master of Theological Studies

Doctoral Degrees:

- Doctor of Arts
- Doctor of Marriage and Family Therapy
- Doctor of Ministry
- Doctor of Philosophy

Majors include accounting, anthropology, biblical studies, biochemistry, biological studies, biology, business administration, chemistry, chemistry-business, communication studies, criminal justice, computer science, elementary education, English, environmental science, entrepreneurial studies, exercise science, history, marketing, mathematics, missions and anthropology, ministry leadership, music, political science, psychology, social work, sociology, Spanish, and theological studies.

Vision

As a community, Eastern University will Listen. Love. Learn. Lead.

University Mission Statement

Eastern University is a diverse, Christ-centered community preparing graduates to impact the world through faith, reason, and justice.

Eastern University's Core Values

E - Excellence

We strive to achieve the highest standards in serving our community through distinctive academic experiences, student services, and community life.

A - Authenticity

We live with integrity and honesty, upholding the highest ethical standards as we seek to honor God with our lives, relationships, and work.

S - Stewardship

We treat our resources as gifts God has entrusted to us, including our earth, environment, facilities, and finances.

T - Thoughtfulness

Inspired by our commitment to truth, we think deeply, holistically, and critically about the world God has given us, benefiting from the insights offered by each individual in our rich learning community.

E - Enthusiasm

Anchored by our hope and joy in Christ, we approach each situation with optimism, working toward favorable outcomes, and celebrating our successes.

R- Relationships

With an attitude of humility and kindness, we honor and respect the dignity of each individual, promoting community, working to bring reconciliation to broken relationships, and championing diversity, equity, and belonging.

N - iNnovation

Promoting accessibility and affordability, we seek new and more effective approaches to education, exercising creativity to chart inventive paths forward into the future.

Other Credit Opportunities

Transfer Credit

General education and elective courses may be transferred at the time of admission. Applicants may be asked to submit catalog descriptions, course outlines, texts, or other materials in order to be given the correct course equivalencies on the Credit Evaluation prepared by the Office of the Registrar. Official transcripts and other documentation are required.

Applicants who earned the Associate of Arts or Associate of Science with a GPA of at least 2.00 from institutionally accredited and endorsed by US Department of Education colleges will receive credit for all courses completed in their degree programs. Other transfer students from institutionally accredited and USDE-endorsed 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. Degrees and credits submitted for PDE certification purposes must be taken at a college or university program that has institutional accreditation recognized by the US Department of Education (and listed in the Higher Education Directory).

Eastern University will accept a maximum of 60 credit hours from any combination of Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), Excelsior College Examinations, DSST and validated college-level learning. (Students whose scores on Advanced Placement tests are 3, 4 or 5 will be granted academic credit for equivalent college courses and will award up to 30 credits for the International Baccalaureate Diploma exams with scores of 5, 6, or 7 as long as the credit does not duplicate equivalent college courses or AP exams in the same subjects.)

Eastern accepts credit for non-collegiate 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 an institutionally 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 institutionally accredited and endorsed by US Department of Education colleges will be accepted for transfer.

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.

Eastern University (EU) may award undergraduate credit for coursework completed at post-secondary institutions institutionally accredited and endorsed by US Department of Education colleges:

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

Elective courses to be taken at other regionally accredited institutions during the student's enrollment at Eastern must be approved in advance. Permission forms are available on Eastern's Web site at www.eastern.edu/registrar (http://www.eastern.edu/registrar/). Course grades and credits for transfer courses approved by the student's program appear on the Eastern University transcript and the quality points are calculated into the student's cumulative grade-point average.

Coursework completed by inactive students while withdrawn from Eastern University will be considered with a final grade of "C" or higher from institutions institutionally accredited and endorsed by US Department of Education colleges. If approved, credits for these courses will transfer to the student's Eastern transcript; however, grades for this

coursework will not appear on the transcript or factor into the student's GPA at Eastern.

Course Work Done Elsewhere by Eastern Students

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/registrar (http://www.eastern.edu/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

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).

AP (Advanced Placement)

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, can receive college credit and placement determined by University faculty. Scores accepted and credit awarded is subject to departmental approval.

IB (International Baccalaureate)

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)

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 or go to www.collegeboard.com/CLEP (http://www.collegeboard.com/CLEP/).

The Financial Aid Office 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.

Sophia Learning and Straighterline

Transfer credits for courses completed through Sophia Learning and Straighterline are not permitted to fulfill any major course requirements in the undergraduate programs.

Personnel

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Administrative Leadership

President

Ronald A. Matthews (B.Mus., Westminster Choir College; M.Mus., Temple University; D.Mus.Arts, Combs College of Music), *President*

Academic Affairs

Kenton Sparks (B.A., M.A., M.B.A., Ph.D.), *Provost and Vice President for Academic Affairs*
Timothy Brown (B.A., M.A., Ph.D.), *Dean, College of Arts and Humanities*
Susan Edgar-Smith (B.A., M.A., Ph.D.), *Dean, College of Education and Behavioral Sciences*
Rebecca L. Gidjunis (B.A., M.F.A.), *Assistant Provost for Academic Operations*
Tracey Greenwood (B.S., M.S., Ph.D.), *Dean, College of Health and Sciences*
Kimberlee Johnson (B.A., M.A., M.Div., D.Min.), *Dean, Palmer Theological Seminary and College*
Christa Lee-Chuvala (B.A., M.U.P., Ph.D.), *Dean, College of Business and Leadership*
Marilyn Marsh (B.S., M.S., M.T.S.), *Executive Dean, Esperanza College*
Brian A. Williams (B.A., M.A. and Th.M., M.Phil., D.Phil.), *Dean, Templeton Honors College*

Admissions, Enrollment, and Marketing

Kelly Goddard (B.A., M.A.), *Associate Vice President for Marketing, Enrollment, and Communications*
Claire Gowen (B.A.), *Senior Director of Undergraduate Recruitment*

Christian Hicks (B.S., M.B.A.), *Director of GPS Enrollment*
Ally Rosario (B.A., M.Ed.), *Director of Marketing and Communications*
Andréa L. Ruth (B.S., M.B.A.), *Director of Financial Aid*
Joseph Spedding (B.S., M.A., M.S.), *Senior Director of Enrollment Information Systems*

Advancement

Luisa Wilsman (B.A., M.P.A.), *Vice President for Advancement*
Natissa Kultan-Prautz (B.S., M.S.), *Associate Vice President for Advancement and Campaign Manager*

Athletics

Eric McNelley (B.A., M.A.), *Athletic Director*

Finance and Operations

Trevor Jackson (B.S., M.B.A.), *Vice President for Finance and Operations*
Caroline Tate (B.S.), *Chief Human Resources Officer*
Michael Bicking (B.A.), *Director of Public Safety*
Meggin Capers (B.A., M.S.), *Chief Space Management and Logistics Officer*
Keith Hargrove (B.S., M.A.), *Director of Student Accounts*
Eric McCloy (B.A., M.Div., M.B.A.), *Chief Information Officer*
Salin Siripakarn (B.A., M.S.), *Associate Vice President for Finance*

Planning and Effectiveness

Christine Mahan (B.A., M.A., Ph.D.), *Chief of Staff and Vice President for Planning and Effectiveness*
Thomas A. Dahlstrom (B.S., M.B.A.), *Assistant Vice President for Institutional Effectiveness*
Nora Devlin (B.A., M.Ed., Ph.D.), *Associate Director of Institutional Effectiveness*
Jing Zhao (B.A., M.A, M.Ed., Ph.D.), *Director Of Institutional Research*

Library

Anne Schwelm (B.S., M.L.S., M.S.), *Director of the University Library*
Caroline Coriell (B.A., M.L.I.S.), *Information Literacy Librarian*
Robyn Cunningham (B.S.), *Reference and Outreach Librarian*
Kathy Hecht (B.A., M.L.I.S.), *Access Services Librarian*
Chelsea Post (B.A., M.S.L.I.S.), *Systems Librarian*

Registration and Records

Sarah A. Roche (B.A., M.A., M.B.A.), *Assistant Provost for Registration Services and Student Success*

Student Development

Missy Bryant (B.A., M.A.), *Vice President for Student Development*
Anne Filippone (B.A., M.S., Ph.D.), *Assistant Vice-President fro Student Development and Title IX Coordinator*
Joseph B. Modica (B.A., M.Div., M.Phil., Ph.D.), *University Chaplain*
Delano Shane (B.A., M.A., Ph.D.), *Dean of Student Belonging and Success*
Sarah E. Todd (B.A., M.Ed.), *Director for Talent and Career Development*

Alumni Association

Rebecca C. Geddio (B.S., M.S.H.E.), *Senior Director of Alumni and Family Engagement*
eastern.edu/alumni (http://www.eastern.edu/alumni/)
email: alumni@eastern.edu
(610) 341-1548

Alumni Advisory Board

Tim April '00, *Board Chair*
Lance K. L. Bennett '14
Jean (Sargent) McPheeters '83
Lavonne Nichols MA '19

Directions to Eastern University

LOCATION

Eastern University, in St. Davids, Pennsylvania, is on Philadelphia's Main Line. The campus is in a residential area one-half mile north of Lancaster Avenue (U.S. Highway 30) at the eastern edge of the town of Wayne. Eastern's convenient suburban setting is just minutes from exit 13 off I-476 and within easy access of the city of Philadelphia. SEPTA trains (the Paoli/Thorndale Regional Rail Line) run on the average of every half-hour from the St. Davids station to downtown Philadelphia. The travel time is approximately thirty minutes.

Philadelphia is a unique as an educational and cultural center. The city includes 1158 churches, representing 68 denominations. Rare collections of archaeological and ethnographic interest are displayed in the Penn Museum. Facilities of the Franklin Institute and Fels Planetarium promote the physical sciences and technology, while those of the Academy of Natural Sciences and Wistar Institute promote the biological sciences and medicine. The exhibits of the Philadelphia Museum of Art and Pennsylvania Academy of the Fine Arts are open to the public. The Philadelphia Orchestra is world renowned. Tickets to its concerts are available to students at special rates.

There are many historic sites in the city such as Congress Hall, First Bank of the United States, Independence Hall, Liberty Bell Center, and Old City Hall. 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 Mall, the largest shopping mall on the east coast, is only a ten-minute drive from Eastern. Valley Forge National Historical Park, a famous landmark and national park, is just west of the King of Prussia area.

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

Take 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 I-476."

From New York City and New England, take I-95 South to the NJ Turnpike and continue south. Take Exit 6 to I-276 West (PA Turnpike). Take Exit 20 (Mid County) to 476 South. Follow directions "From I-476."

From Washington, D.C., Baltimore, MD, and Points South
Take I-95 North into Pennsylvania to Exit 7 (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.

Disclosures

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 www.eastern.edu/about/student-consumer-information (http://www.eastern.edu/about/student-consumer-information/).

Equal Opportunity

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 https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/eu-student-handbook (https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/eu-student-handbook/) or by request to the Assistant Vice President for Student Development 610.341.5823.

The Family Educational Rights and Privacy Act

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

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 https://www.eastern.edu/about/offices-centers/public-safety-610-341-1737/clery-compliance (https://www.eastern.edu/about/offices-centers/public-safety-610-341-1737/clery-compliance/) or by respect to the security office 610.341.1720.

Veterans and Active Military

Eastern University honors the service and sacrifices of our nation's veterans and active military personnel. *Before the first day of classes, students must submit their Certificate of Eligibility or proof of entitlement to educational assistance to the Office of the Registrar (*registrar@eastern.edu*) and the Center for Military & Veterans Students (*vets@eastern.edu*). Students are encouraged to inform these offices of any changes to their enrollment, program/major, mailing address, or benefit status.* University policies recognize the rich educational experiences and unique challenges faced by servicemen and women admitted to degree programs.

Students receiving educational assistance under Post-9/11 GI Bill or Vocational Rehabilitation & Employment will not be assessed financial penalties or required to secure additional funding due to delayed disbursement of funds from the VA. Students are not prevented from participating in currently enrolled courses or accessing institutional facilities due to an outstanding student account balance.

Enrollment Certification Services for Educational Benefits

Eastern's VA representative certifies enrollment for recipients of educational benefits via VA-ONCE.

Requests for Reviews by the Executive Director of Enrollment

Eastern is committed to provided "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 students 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.

Website 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 website.

Information Security

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), General Data Protection Regulation of the European Union (GDPR) 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
    - Administrative Computing
    - Admissions
    - Advancement
    - Advising Office
    - Alumni Office
    - Faculty
    - Financial Aid
    - Human Resources
    - Institutional Research
    - Institutional Effectiveness
    - Registrar
    - Security
    - Student Accounts
    - Student Development
    - 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

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 Director of Communications.

Athletic Program Participation Rates and Financial Support

Annual notification to enrolled students is provided by the Student Development Office or by request to the Associate Vice President for Student Development 610.341.5823.

Drug and Alcohol Prevention Information

Annual notification to enrolled students is provided by the Student Development Office https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/drug-and-alcohol-prevention (https://www.eastern.edu/student-life/student-development/important-info-policies-all-students/drug-and-alcohol-prevention/), Public Safety Policies and Procedures PDF or by request to the Assistant Vice President for Student Development 610.341.5823.

Graduation Retention Trends

Annual retention and graduation rates are included in University Facts compiled by the Office of Institutional Research https://www.eastern.edu/about/offices-centers/office-institutional-planning-and-effectiveness/research-and-reporting (https://www.eastern.edu/about/offices-centers/office-institutional-planning-and-effectiveness/research-and-reporting/) or by request to the Director of Institutional Research 610.225.5351.

Correspondence Directory

Eastern University
1300 Eagle Road, St. Davids, PA 19087-3696
610.341.5800
www.eastern.edu (http://www.eastern.edu)

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

Admissions, Program Information

Contact	Extension	Email Address
Graduate	1.800.732.7669	gpsadmissions@eastern.edu
Undergraduate	1.800.732.7669	admissions@eastern.edu
Advising Office		advising@eastern.edu
Alumni Relations	610.341.1548	alumni@eastern.edu
Athletics	610.341.1736	
Billing	610.341.5831	student.accounts@eastern.edu
	FAX: 610.225.5651	
Career Development	610.341.5827	careers@eastern.edu
Christian Life Activities	610.341.5827	ofp@eastern.edu
Curricular Matters, Records, Transcripts	610.341.1379	registrar@eastern.edu
	FAX: 610.341.1707	
Cushing Center for Counseling and Academic Support	610.341.5837	ccas@eastern.edu
Dean of Arts and Sciences	610.225.5022	cahdean@eastern.edu
Dean of Students	610.341.5824	
Financial Aid	610.225.5102	finaid@eastern.edu
	FAX: 610.225.5651	
First-Year Programs		firstyear@eastern.edu
International Student Services	610.341.5870	
Off-campus Study	610.225.5010	
Public Relations	610.341.4365	
Registrar	610.341.5853	registrar@eastern.edu
	FAX: 610.341.1707	
Student Accounts	610.341.5831	student.accounts@eastern.edu
	FAX: 610.341.1492	
Student Health Center	610.341.5955	healthcenter@eastern.edu
Student Housing	610.341.5840	housing@eastern.edu

Faculty

Eastern University Faculty

Adetokunbo Adelekan ('01), *Associate Professor of Theology and Ethics* (B.A., Morehouse College; M.A., Andover Newton Theological School; M.Div., Ph.D., Princeton Theological Seminary)
Alexios G. Alexander ('16), *Associate Professor of Political Science* (B.A., Claremont McKenna College; J.D., Ave Maria School of Law)
Rachael E. Alfaro ('21), *Assistant Professor of Biology* (B.Sc., Washington & Lee University; M.Sc., University of Oxford; M.Sc., University of Kentucky; Ph.D., University of New Mexico)
V. Ryan (Brian) Alfaro ('22), *Assistant Professor of Biology* (B.S., University of California, Los Angeles; Ph.D., University of New Mexico)
Lori E. Banfield ('21), *Lecturer of Psychology* (B.S., Saint Joseph's University; M.T.S., Palmer Theological Seminary; D.A., Eastern University)
Kimberly Bass ('22), *Lecturer of Social Work* (B.A., Cedar Crest College; M.S.W., Widener University)
Sylvia Bekele ('22), *Assistant Professor of Social Work* (B.A.S.W., M.S.W., D.S.W., Millersville University of Pennsylvania)
J. Christopher Bittenbender ('98), *Professor of English* (B.A., Middlebury College; MA., Bloomsburg; M.A., Bucknell University; Ph.D., University of St. Andrews)
Amber Bowen ('24), *Assistant Professor of Philosophy* (B.A., Southeastern College; M.A., Southeastern Baptist Theological Seminary; Ph.D., Trinity College, University of Aberdeen)
Steven D. Boyer ('98), *Professor of Theology* (B.A., University of South Carolina; M.A.T.S., Gordon-Conwell Theological Seminary; Ph.D., Boston University)
David H. Bradstreet ('76), *Professor of Astronomy, Observatory/Planetarium Director* (B.S., Eastern College; M.S., Ph.D., University of Pennsylvania)
F. David Bronkema ('06), *Professor, Ph.D. in Organizational Leadership and Templeton Chair of Christian Service Through Entrepreneurship* (B.A., Swarthmore College; M.A., Ph.D., Yale University)
Timothy Brown ('24), Professor of Communication Studies; *Dean, College of Arts and Humanities* (B.A., M.A., West Chester University; Ph.D., Ohio University)
Beverly Bryde ('24), *Lecturer of Education* (B.S.Ed., M.A., Villanova University; Ed.D., Widener University)
Jeanne W. Bundens ('93), *Professor of Chemistry* (B.A., B.S., Eastern College; M.A., Ph.D., Bryn Mawr College)
Rhonda Burnette-Bletsch ('14), *Professor of Biblical Studies* (B.A., Duke University; Ph.D., Duke University)
Heewon Chang ('97), *Professor, Ph.D. in Organizational Leadership* (B.A., Yonsei University; M.A., Ph.D., University of Oregon)
Walter Chung ('02), *Professor of Counseling Psychology* (B.A., M.S., Southern Illinois University; M.A., Biblical Theological Seminary; Rh.D., Southern Illinois University)
Kendall Cox ('23), *Associate Professor of Ethics and Liberal Studies* (B.A., Wake Forest University; M.Div., Regent College, University of British Columbia; Ph.D., University of Virginia)
Wynand de Kock ('11), *Professor of Leadership and Formation* (B.A., Rand se Afrikaanse Universiteit; M.Div., Church of God School of Theology; Th.D., University of South Africa)
David DelPo ('25), *Visiting Lecturer of Accounting* (B.S., M.Acc. Cabrini University)
Christyn Dodla ('23), *Lecturer of Social Work* (B.S.W., Eastern University; M.S.W., West Chester University)
John Doyle ('24), *Lecturer of Communication Studies* (B.A., Cabrini College; M.A., Villanova University)
Bethany Duthie ('23), *Visiting Assistant Professor of Business* (B.A., Bethel University; M.A.I.R., University of Minnesota; D.B.A., Liberty University)
Sarah Anne Eckert ('20), *Associate Professor of Education* (B.A., New York University; Ph.D., The Pennsylvania State University)
Susan Edgar-Smith ('05), *Professor of Counseling Psychology; Dean, College of Education and Behavioral Sciences* (B.A., M.A., Connecticut College; Ph.D., Bryn Mawr College)
Jeff Eicher ('23), *Assistant Professor of Data Science* (B.S., Cairn University; M.A., Westminster Seminary California; M.S., Eastern University)
Joy Elvin ('22), *Assistant Professor of Social Work* (B.S.W., Eastern University; M.S.W., Widener University; Ed.D., Nova Southeastern University)
Peter Enns ('12), *Abram S. Clemens Professor of Biblical Studies* (B.A., Messiah College; M.Div., Westminster Theological Seminary; M.A., Ph.D., Harvard University)
Stephanie Esposito-Olcese ('22), *Assistant Professor of Music* (B.A., Lenoir-Rhyne College; M.M., Oakland University; D.M.A., Shenandoah Conservatory)
Katie Farina ('24), *Associate Professor of Criminal Justice* (B.S., DeSales University; M.A., Villanova University; Ph.D., University of Delaware)
Paul M. Felker ('20), *Associate Professor of Social Work* (B.S.W., Eastern University; M.S.W., Ph.D., Widener University)
Maria E. Fichera ('98), *Professor of Biology* (B.S., Manhattan College; Ph.D., University of Pennsylvania)
Eric G. Flett ('04), *Professor of Theology and Culture* (B.R.E., Prairie Bible College; M.A. Fuller Theological Seminary; Ph.D., University of London)
Valerie Flower ('22), *Professor of Theatre* (B.S., Taylor University; M.A., Miami University; Ph.D., Tufts University)
Steven A. Ford ('17), *Assistant Dean of the Division of Fine and Performing Arts* (B.A., Eastern University; M.F.A., Vermont College of Fine Arts; Ph.D., University of Tasmania)
Dawn Francis ('24), *Professor of Communication Studies* (B.A., Cabrini University; M.S., Ohio University; Ed.D., Widener University)
Elaine Fuguet ('15), *Senior Lecturer of Nursing* (B.A., Eastern University; B.S.N., West Chester University; M.S.N., Walden University)
Zakia Gates ('23), *Assistant Professor of Education* (B.S., M.Ed., Cheyney University of Pennsylvania; Ph.D., Capella University)
Joseph M. Giammarco ('07), *Professor of Physics* (B.S., Ursinus College; Ph.D., Temple University)
Rebecca Gidjunis ('07), *Associate Professor of English; Assistant Provost of Academic Operations* (B.A., Eastern College; M.F.A., Old Dominion University)
Keri Grant ('23), *Assistant Professor of Marriage and Family Therapy* (B.S., M.A., Liberty University; Ph.D., Eastern University)
Tracey Greenwood ('06), *Associate Professor of Kinesiology; Dean, College of Health and Sciences* (B.S., University of Delaware; M.S. St. Joseph's University; Ph.D., Temple University)
Leslie Gregory ('95), *Senior Lecturer of Social Work* (B.S.W., Eastern College; M.S.W., Widener University)
Sean Harris ('23), *Visiting Assistant Professor of Political Science* (B.A., Drew University; M.A., Lehigh University; Ph.D., Temple University)
Katrina Hayes ('08), *Associate Professor of English* (B.A., Eastern University; M.A., West Chester University)
Jarrett W. Henderson ('21), *Assistant Professor of Counseling Psychology* (B.A., University of South Carolina; M.A., Eastern University; M.S., Psy.D., Philadelphia College of Osteopathic Medicine)
Jennifer Hennessey-Booth ('22), *Assistant Professor of Communication Studies* (B.A., Humboldt State University; M.A., University of Maine; Ed.D., Immaculata University)
Kathy-Ann Hernandez ('04), *Professor, Ph.D. in Organizational Leadership* (B.A., M.A., Andrews University; Ph.D., Temple University)
Kelsey Hess ('22), *Assistant Professor of Psychology* (B.A., Ohio Northern University; M.S., Ph.D., Florida International University)

Jonathan Hobbs ('22), *Lecturer of Youth Ministry* (B.A., Eastern University; M.Div., Eastern Baptist Theological Seminary; M.T.S., Palmer Theological Seminary of Eastern University)
Douglas J. Horton ('04), *Senior Lecturer of Biology and Kinesiology* (B.S., Eastern University; M.S., Indiana University)
Amy Huddell ('22), *Lecturer of Computer Science* (B.A., Houghton College, M.A., Villanova University)
Walter B. Huddell, III ('00), *Professor of Mathematics* (B.A., The King's College; M.A., West Chester University; Ph.D., Bryn Mawr College)
Sherri Humphries ('22), *Assistant Professor of Marriage and Family Therapy* (B.A., Oral Roberts University; M.A., Ph..D., Eastern University)
Karen Ivie ('25), *Lecturer of Nursing* (B.S.N., Northwestern State University; M.S.N., University of Louisiana at Lafayette)
Ravi Jain ('24), *Assistant Professor of Liberal Studies* (B.A., Davidson College; M.A., Reformed Theological Seminary)
Edward R. Jakuboski, Jr. ('19), *Associate Professor of Music* (B.M., The Pennsylvania State University; M.M., University of the Arts; D.M.A., University of Maryland)
Jeffrey James ('22), *Assistant Professor of Business* (B.A., M.S., West Virginia University)
Tangi C. James-Boone ('25), *Assistant Professor of Business* (B.A., M.S., The Pennsylvania State University; D.B.A., Temple University)
Kimberlee Johnson ('07), *Associate Professor of Interdisciplinary and Urban Studies; Dean, Palmer Theological Seminary and College* (B.A., St. Joseph's University; M.A., M.Div., Biblical Theological Seminary; D.Min., Westminster Theological Seminary)
Abere Kassa ('23), *Associate Professor, Ph.D. in Organizational Leadership* (B.A., M.B.A., Addis Ababa University; Ph.D., Wayne State University)
Catherine Kunsch ('13), *Professor of School Psychology* (B.A., The Pennsylvania State University; M.S., Villanova University; Ph.D., Lehigh University)
Jeffrey Alan Lawton ('05), *Professor of Biochemistry* (B.S., LeTourneau University; Ph.D., Baylor College of Medicine)
Michael J. Lee ('10), *Professor of History and Grace F. Kea Chair of American History* (B.A., Yale University; M.A., Gordon-Conwell Theological Seminary; Ph.D., University of Notre Dame)
Mun Lee ('19), *Assistant Professor of Education* (B.A., M.A., University of Virginia; Ed.D., George Washington University)
Christa R. Lee-Chuvala ('17), *Associate Professor, Ph.D. in Organizational Leadership; Dean, College of Business* (B.A., Taylor University; M.U.P., Harvard University; Ph.D., Massachusetts Institute of Technology)
Gregory S. Longo ('18), *Assistant Dean of the School of Mathematics and Computational Sciences* (B.A., Wabash College; M.S., Ph.D. Virginia Polytechnic Institute)
Carole Lorup ('23), *Assistant Professor of Nursing* (B.S.N., Widener University; M.S.N., Walden University; Ph.D., Widener University)
Khalil Martin ('25), *Visiting Lecturer of Social Work* (B.S.W., Eastern University; M.S.W., University of Pennsylvania)
Maria Marziano ('22), *Lecturer of Nursing* (B.S.N., M.S.N., Eastern University)
Sandra McCammon ('23), *Lecturer of Chemistry* (B.A., Gettysburg College; M.S., Villanova University)
Jennifer McDonnell ('24), *Lecturer of Business* (B.S., Villanova University; M.S., The American College)
Nicole McKeown ('13), *Assistant Professor of Education* (B.S., M.S., Saint Joseph's University; Ph.D., Temple University)
Nicola Whitley McLallen ('00), *Senior Lecturer of Mathematics* (B.S., M.S., University of Natal in South Africa; Ph.D., University of Illinois)
Brandi Megonigal ('21), *Assistant Professor of Computer Science* (B.A., Eastern University; Ph.D., Temple University)
Eloise Hiebert Meneses ('92), *Professor of Cultural Anthropology* (B.A., University of Washington; M.A., Ph.D., University of California, San Diego)
Helen M. Miamidian ('19), *Associate Professor of Criminal Justice and Sociology* (B.A., Villanova University; M.A., Ph.D., Temple University)
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Programs

Numbering System

Number	Course Type
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 120 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 340 Dance Repertory, THEA 150 Theatre Practicum, 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.

Traditional First-Year Scheduling

Courses that are introductory or that do not need a prerequisite course are open to traditional semester 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.

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 appropriate Dean 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 1 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.

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Online Business Programs

Grounded in faith, reason, and justice, undergraduate programs in the College of Business and Leadership (CBL) prepare students to serve as transformational change agents in business and beyond. Through the integration of a quality liberal arts education with a professional business education, business majors will learn how to ask questions and to search for answers.

The College of Business and Leadership 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 bring a Christ-centered approach to managing people, products, and profit to the global marketplace.

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.

CBL's online undergraduate business program is designed both for new students and for learners who bring prior college credits to complete the 120-credit bachelor's degree. **Note**: CBL will not grant academic credit for courses in the major taken more than seven (7) years earlier than the date of admission to the University.

The Major for the B.S. in Business Administration-Online

Bachelor of Science in Business Administration graduates are equipped with an integrated spectrum of theoretical and practical business knowledge designed to qualify them to assume a responsible position within the world of business. They are prepared to pursue a variety of business administration jobs in corporate settings, retail, and consumer products businesses, or manufacturing firms. Students in our business administration degree program gain knowledge in the basic business disciplines of accounting, economics, management, finance, marketing, and business law. In addition to these fundamental business and management concepts, graduates also acquire skills in communication, decision-making, problem solving, and leadership from a Christ-centered perspective that encourages them to positively transform their spheres of influence.

Code	Title	Credit Hours
Required Coursework		
ACCT 207	Principles of Accounting I	3
BUSA 101	Introduction to Business	3
BUSA 221	Business Statistics	3
BUSA 250W	Global Business	3
BUSA 270	Management Information Systems	3
BUSA 311	Business Ethics and Leadership	3
BUSA 321	Operations Management	3
BUSA 350	Business Law	3
BUSA 480	Business Strategy and Policy	3
ECON 203	Macroeconomics	3
ECON 204	Microeconomics	3
FINA 350	Finance for Managers	3
MKTG 202	Principles of Marketing	3
Total Credit Hours		**39**

Accelerated Education Programs

The accelerated program is designed to offer qualified working adults the opportunity to complete a bachelor's degree in early childhood. Two degree options are available; Early Childhood Education with PK-4 certification and Early Childhood Studies. Students who maintain a grade point average of 3.0, complete all degree requirements and PDE competencies, student teach, and pass PK-4th grade PECT test will qualify for a Bachelor of Science degree in Early Childhood Education with Pennsylvania teaching certification. Those who desire a non-certification program or who do not meet PDE eligibility for certification should enroll in the Early Childhood Studies Bachelor of Science degree program.

Required general education courses not fulfilled during a student's coursework in a previous program and courses identified as critical to the mission of Eastern are important foundational learning outcomes for students. These general education courses along with early childhood focused courses comprise the accelerated education program. Students who come from AA programs in Early Childhood education from Eastern University partners are subject to amended course schedules.

Early Childhood Education Degree with Certification

Code	Title	Credit Hours
Required Coursework		
EDUC 200	Foundations of Education	3
EDUC 201	Introduction: Special Education	3
EDUC 202	Assessment and Evaluation	3
EDUC 204W	Inclusive Education	3
EDUC 205	The Developing Child: PK to 4	3
EDUC 211	Educational Psychology	3
EDUC 212	Teaching Multilingual Learners (MLs)	3
EDUC 234	Child and Adolescent Development	3
EDUC 240	Early Literacy Foundations	3
EDUC 282	Methods of Classroom Management	3
EDUC 306	Science and Health for Children	3

EDUC 308	Teaching Social Studies	3
EDUC 310	Math for the Teacher of Children	3
EDUC 328	Early Childhood Education	3
EDUC 380	Teaching Communication Arts	3
EDUC 408	Education Seminar With Field Experience	3
INST 140	Introduction to Faith, Reason, and Justice: Non-Residential and Virtual Community Students	3
THEO 240	Introduction to Christian Theology	3
Justice Elective		3
EDUC 410	Student Teaching	12
EDUC 420	Seminar in Student Teaching	3
Total Credit Hours		**72**

Early Childhood Studies Degree

Code	Title	Credit Hours
Required Coursework		
EDUC 200	Foundations of Education	3
EDUC 201	Introduction: Special Education	3
EDUC 202	Assessment and Evaluation	3
EDUC 204W	Inclusive Education	3
EDUC 205	The Developing Child: PK to 4	3
EDUC 211	Educational Psychology	3
EDUC 212	Teaching Multilingual Learners (MLs)	3
EDUC 231	Technology in the Classroom	3
EDUC 234	Child and Adolescent Development	3
EDUC 240	Early Literacy Foundations	3
EDUC 306	Science and Health for Children	3
EDUC 308	Teaching Social Studies	3
EDUC 310	Math for the Teacher of Children	3
EDUC 328	Early Childhood Education	3
EDUC 380	Teaching Communication Arts	3
EDUC 408	Education Seminar With Field Experience	3
INST 140	Introduction to Faith, Reason, and Justice: Non-Residential and Virtual Community Students	3
THEO 240	Introduction to Christian Theology	3
Justice Elective		3
Total Credit Hours		**57**

Accounting

See Business Programs *(p. 175)*.

Anthropology

Anthropology is the study of people and cultures around the world. Here are programs that include anthropology:

1. The BA in Anthropology: (https://www.eastern.edu/academics/undergraduate-programs/ba-anthropology/)

2. The Minor in Anthropology (https://www.eastern.edu/academics/undergraduate-programs/minor-anthropology/):

3. The Minor in Missiology: (https://www.eastern.edu/academics/undergraduate-programs/minor-missiology/#:~:text=Eastern%20Universitys%20minor%20in%20missiology,Gospel%20to%20the%20whole%20world%E2%80%9D)

4. The fully online MA in Theological and Cultural Anthropology (https://www.eastern.edu/academics/graduate-programs/ma-theological-and-cultural-anthropology/):

Astronomy and Physics

The Minor In Astronomy

Code	Title	Credit Hours
ASTR 111	The Solar System	4
ASTR 112	Exploration of the Universe	4
Select one of the following:		8
PHYS 151 & PHYS 152	Introduction to University Physics (Calculus-Based) and Introduction to University Physics (Calculus-Based)	
PHYS 121 & PHYS 122	Introduction to College Physics (Algebra-Based) and Introduction to College Physics (Algebra-Based)	
Approved PHYS elective		2-3
Total Credit Hours		**18-19**

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** - provides an excellent track for pre-med and biomedical studies to prepare for medical or graduate school, 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.

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.

The Major for the B.S. in Biology

Code	Title	Credit Hours
BIOL 151	General Biology I	4
BIOL 152	General Biology II	4
BIOL 309W	Ecology	4
BIOL 311	Cell Biology	4
BIOL 312	Genetics	4
BIOL 417	Evolution, Creation & Organization of Biology	3
BIOL 425	Senior Thesis Literature Review	2
or BIOL 426	Sr Thesis Directed Research I	
CHEM 121	General Chemistry I	3
CHEM 123	General Chemistry Laboratory I	1
CHEM 122	General Chemistry II	3
CHEM 124	General Chemistry Laboratory II	1
CHEM 211	Organic Chemistry I	3
CHEM 213W	Organic Chemistry Laboratory I: Techniques	1
CHEM 212	Organic Chemistry II	3
CHEM 214	Organic Chemistry Laboratory II: Reactions	1
Select two of the following:		8
BIOL 310	Animal Physiology [1]	
BIOL 320	Environmental Issues	
BIOL 344 & BIOL 345	Molecular Biology and Molecular Biology Laboratory	
BIOL 350A	Entomology	
BIOL 350AL	Invertebrate Zoology: Entomology Laboratory	
BIOL 350B	Vertebrate Zoology	
BIOL 350BL	Vertebrate Biology Laboratory	
BIOL 350C	Vascular Plants	
Biology Elective [2]		4
MATH 160	Calculus I	3
or MATH 220	Elementary Statistics	
Total Credit Hours		**56**

1. BIOL 233 Human Physiology & Anatomy I and BIOL 234 Human Physiology & Anatomy II may be substituted for BIOL 310 Animal Physiology with BIOL 234 Human Physiology & Anatomy II counting as a BIOL elective.
2. May include CHEM 320 Biochemistry I/CHEM 322 Biochemistry Laboratory, EXSC 411 Cardiovascular Physiology and Pathophysiology and many Au Sable Institute courses.

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

Recommended:

Au Sable Institute field courses (See ausable.org (http://www.ausable.org).) (Recommended for field biology track and B.S. in Environmental Science)

Code	Title	Credit Hours
BIOL 495	Internship	2-12
CHEM 320	Biochemistry I [1]	3
CHEM 322	Biochemistry Laboratory	1
CHEM 321	Biochemistry II [1]	3
PHYS 151	Introduction to University Physics (Calculus-Based) [2]	4
PHYS 152	Introduction to University Physics (Calculus-Based) [2]	4

1. May be taken for major or Biochemistry minor; Required for pre-med track
2. Required for pre-med track

Recommended Schedule:

Course	Title	Credit Hours
First Year		
BIOL 151	General Biology I	4
BIOL 152	General Biology II	4
CHEM 121	General Chemistry I	3
CHEM 122	General Chemistry II	3
CHEM 123	General Chemistry Laboratory I	1
CHEM 124	General Chemistry Laboratory II	1
Core Requirements		
	Credit Hours	**16**
Sophomore Year		
BIOL 309W or BIOL 311	Ecology or Cell Biology	4
BIOL 312	Genetics (or take it 3rd year)	4
Select one of the following:		4
BIOL 310	Animal Physiology	
BIOL 320	Environmental Issues	
BIOL 350A	Entomology	
BIOL 350AL	Invertebrate Zoology: Entomology Laboratory	
BIOL 350B	Vertebrate Zoology	
BIOL 350BL	Vertebrate Biology Laboratory	
BIOL 350C	Vascular Plants	
CHEM 211	Organic Chemistry I	3
CHEM 213W	Organic Chemistry Laboratory I: Techniques	1
CHEM 212	Organic Chemistry II	3
CHEM 214	Organic Chemistry Laboratory II: Reactions	1
Biology Elective		
Math requirement		
	Credit Hours	**20**
Junior Year		
BIOL 309W or BIOL 311	Ecology or Cell Biology	4
Select one of the following:		4
BIOL 310	Animal Physiology	
BIOL 312	Genetics	
BIOL 320	Environmental Issues	
BIOL 344 & BIOL 345	Molecular Biology and Molecular Biology Laboratory	
BIOL 350A	Entomology	
BIOL 350AL	Invertebrate Zoology: Entomology Laboratory	
BIOL 350B	Vertebrate Zoology	
BIOL 350BL	Vertebrate Biology Laboratory	
BIOL 350C	Vascular Plants	
Internship		

Biology Electives		
	Credit Hours	**8**
Senior Year		
BIOL 417	Evolution, Creation & Organization of Biology (spring or Junior year spring if Dec. graduation)	3
Biology Electives, including Internship or Thesis		
	Credit Hours	**3**
	Total Credit Hours	**47**

The Major for the B.A. in Biological Studies

Code	Title	Credit Hours
BIOL 151	General Biology I	4
BIOL 152	General Biology II	4
BIOL 216	Introduction to Microbiology	4
BIOL 316	Techniques in Biotechnology	3
BIOL 417	Evolution, Creation & Organization of Biology	3
BIOL 425 or BIOL 426	Senior Thesis Literature Review Sr Thesis Directed Research I	2
BIOL 495	Internship	3
CHEM 121	General Chemistry I	3
CHEM 123	General Chemistry Laboratory I	1
CHEM 122	General Chemistry II	3
CHEM 124W	General Chemistry Laboratory II	1
MATH 220	Elementary Statistics	3
Select three of the following:		12
BIOL 309W	Ecology	
BIOL 310	Animal Physiology [1]	
BIOL 311	Cell Biology	
BIOL 312	Genetics	
BIOL 320	Environmental Issues	
BIOL 340	Medical Parasitology	
BIOL 344 & BIOL 345	Molecular Biology and Molecular Biology Laboratory	
BIOL 350A	Entomology	
BIOL 350AL	Invertebrate Zoology: Entomology Laboratory	
BIOL 350B	Vertebrate Zoology	
BIOL 350BL	Vertebrate Biology Laboratory	
BIOL 350C	Vascular Plants	
Biology Electives		8
Total Credit Hours		**54**

[1] BIOL 233 Human Physiology & Anatomy I and BIOL 234 Human Physiology & Anatomy II may be substituted for BIOL 310 Animal Physiology with BIOL 234 Human Physiology & Anatomy II counting as a BIOL elective.

Recommended Schedule:

Course	Title	Credit Hours
First Year		
BIOL 151	General Biology I	4
BIOL 152	General Biology II	4
Core Requirements		
	Credit Hours	**8**
Sophomore Year		
Select one of the following:		4
BIOL 309W	Ecology	
BIOL 310	Animal Physiology	
BIOL 311	Cell Biology	
CHEM 121	General Chemistry I	3
CHEM 122	General Chemistry II	3
CHEM 123	General Chemistry Laboratory I	1
CHEM 124W	General Chemistry Laboratory II	1
Biology Elective		
MATH 220	Elementary Statistics	3
	Credit Hours	**15**
Junior Year		
BIOL 216	Introduction to Microbiology	4
BIOL 316	Techniques in Biotechnology	3
Select one of the following:		4
BIOL 309W or BIOL 312	Ecology or Genetics	
BIOL 320	Environmental Issues	
BIOL 340	Medical Parasitology	
BIOL 350A	Entomology	
BIOL 350AL	Invertebrate Zoology: Entomology Laboratory	
BIOL 350B	Vertebrate Zoology	
BIOL 350BL	Vertebrate Biology Laboratory	
BIOL 350C	Vascular Plants	
Internship		
Biology Electives		
	Credit Hours	**11**
Senior Year		
BIOL 417	Evolution, Creation & Organization of Biology (spring or Junior year spring if Dec. graduation)	3
Remaining flexible core Biology class		
BIOL 425 or BIOL 426	Senior Thesis Literature Review or Sr Thesis Directed Research I	2
	Credit Hours	**5**
	Total Credit Hours	**39**

The Major For The B.S. in Environmental Science

Code	Title	Credit Hours
BIOL 151	General Biology I	4
BIOL 152	General Biology II	4
BIOL 309W	Ecology	4
BIOL 320	Environmental Issues	4
BIOL 420	Environmental Regulations and Policy	3
BIOL 425 or BIOL 426	Senior Thesis Literature Review Sr Thesis Directed Research I	2
GEOL 200	Geology	3
Select four BIOL Electives including a minimum of two field biology courses [1]		14-16
CHEM 121	General Chemistry I	3
CHEM 123	General Chemistry Laboratory I	1
CHEM 122	General Chemistry II	3
CHEM 124W	General Chemistry Laboratory II	1
Select one of the following:		3

ECON 203	Macroeconomics	
ECON 204	Microeconomics	
POLI 103	American Government	
POLI 212	International Relations	
Select one of the following:		3
MATH 160	Calculus I	
MATH 220	Elementary Statistics	
BUSA 221	Business Statistics	
Total Credit Hours		**52-54**

[1] Field biology courses are as follows: Au Sable Institute of Environmental Studies courses, BIOL 206 Ornithology, BIOL 350A Entomology, BIOL 350B Vertebrate Zoology, and BIOL 350C Vascular Plants.

Recommended Schedule:

Course	Title	Credit Hours
First Year		
BIOL 151	General Biology I	4
BIOL 152	General Biology II	4
Core Requirements		
	Credit Hours	**8**
Sophomore Year		
BIOL 309W	Ecology	4
CHEM 121	General Chemistry I	3
CHEM 122	General Chemistry II	3
CHEM 123	General Chemistry Laboratory I	1
CHEM 124	General Chemistry Laboratory II	1
BIOL 320	Environmental Issues (or Elective)	4
Select one of the following:		4
POLI 103	American Government	
POLI 212	International Relations	
ECON 205	Essentials of Economics	
Select one of the following:		3
MATH 220	Elementary Statistics	
MATH 160	Calculus I	
BUSA 221	Business Statistics	
Core Requirements		
	Credit Hours	**23**
Junior Year		
Field Elective		
BIOL 320 or BIOL 420	Environmental Issues or Environmental Regulations and Policy	4
GEOL 200	Geology	3
Biology Electives		
	Credit Hours	**7**
Senior Year		
Field Elective		
BIOL 417	Evolution, Creation & Organization of Biology (spring or Junior year spring if Dec. graduation)	3
BIOL 320 or BIOL 420	Environmental Issues or Environmental Regulations and Policy	4
BIOL 425 or BIOL 426	Senior Thesis Literature Review or Sr Thesis Directed Research I	2
GEOL 200	Geology (if not taken)	3
	Credit Hours	**12**
	Total Credit Hours	**50**

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.

Code	Title	Credit Hours
Select 18 hours from the following areas:		18
Social Science		
BIOL 103	General Biology: Earth-Keeping	
BIOL 151	General Biology I	
BIOL 233	Human Physiology & Anatomy I	
BIOL 234	Human Physiology & Anatomy II	
BIOL 312	Genetics	
Pre-Medical [1]		
BIOL 151	General Biology I	
BIOL 152	General Biology II	
BIOL 216	Introduction to Microbiology	
BIOL 310	Animal Physiology	
BIOL 311	Cell Biology	
BIOL 312	Genetics	
CHEM 320	Biochemistry I	
CHEM 322	Biochemistry Laboratory	
Environmental		
BIOL 103	General Biology: Earth-Keeping	
BIOL 151	General Biology I	
BIOL 152	General Biology II	
BIOL 309W	Ecology	
BIOL 309L	Ecology Laboratory	
BIOL 350A	Entomology	
BIOL 350AL	Invertebrate Zoology: Entomology Laboratory	
BIOL 350B	Vertebrate Zoology	
BIOL 350BL	Vertebrate Biology Laboratory	
BIOL 350C	Vascular Plants	
Au Sable courses		
Total Credit Hours		**18**

[1] Note that Pre-medical requirements are found here: /undergraduate/academics/pre-professional-preparation/index.html (p. 117)

The Minor in Environmental Science

The minor in Environmental Science requires eighteen hours as follows:

Code	Title	Credit Hours
BIOL 151	General Biology I	4
BIOL 309W & BIOL 309L	Ecology and Ecology Laboratory	4
BIOL 320 or BIOL 420	Environmental Issues Environmental Regulations and Policy	4

Select two Elective courses, one of which must be a field course taught by Eastern or Au Sable Institute	6
Total Credit Hours	**18**

Editing

Normal text.

Stylize

Stylize

1. one
2. two
3. three

- b1
- b2
- b3

Subheading

Subsubheading

Links

Eastern (http://www.eastern.edu)

Undergraduate (p. 99)

Info (info@eastern.edu)

BUSA 101 Introduction to Business is a great course.

BIBL 100 Introducing Biblical Literature,Biblical Literature in Contemporary Context

BUSA 102

BUSA 102

BUSA 533

MATH 110

Tables

Date	Event
June 1, 2022	First Day
July 4, 2022	Independence Day
August 15, 2022	Last Day

Demo of tables starts here - Course Lists + Plan of Study

Code	Title	Credit Hours
EDUC 101	(Fall only)	3
BUSA 101	Introduction to Business (Spring only)	3
EDUC 102 & EDUC 130	Test Prep Math and Special Topics	2.5
EDUC 103/ SOCI 220	Test Prep Reading and Writing	1.5
EDUC 200W or EDUC 303		3
EDUC 201	Introduction: Special Education	3
EDUC 230	Special Topics	1-3
EDUC 400	Early Literacy Foundations [1]	3
Major Requirements		
Select 2 of the following:		6
EDUC 234	Child and Adolescent Development	
EDUC 235	Urban Education	
EDUC 250	Field Experience	
Total Credit Hours		**26-28**

[1] This is my footnote.

Plan of study demo starts here.

Course	Title	Credit Hours
First Year		
Semester 1		
ACCT 106		3
ACCT 107	Principles of Accounting I	3
	Credit Hours	**6**
Semester 2		
ACCT 207	Principles of Accounting I	3
ACCT 208	Principles of Accounting II	3
	Credit Hours	**6**
Sophomore Year		
Semester 1		
ACCT 309	Nonprofit Accounting	3
ACCT 330	Special Topics	1-3
	Credit Hours	**4-6**
Semester 2		
ACCT 361	Intermediate Financial Accounting I	3
ACCT 362	Intermediate Financial Accounting II	3
	Credit Hours	**6**
	Total Credit Hours	**22-24**

Shared and Borrowed Content

Original Shared content

Eastern University is a nationally-recognized Christian university offering a wide array of undergraduate, graduate, professional, seminary, and online programs. The university's main campus is located in St. Davids, PA, with additional locations in Philadelphia and Harrisburg. Eastern's core values of faith, reason, and justice are woven into all of its educational programs. Eastern University is affiliated with the American Baptist Churches USA and has an interdenominational Christian student body, faculty and administration.

Display newly created shared content

Eastern University is a nationally-recognized Christian university offering a wide array of undergraduate, graduate, professional, seminary, and online programs. The university's main campus is located in St. Davids, PA, with additional locations in Philadelphia and Harrisburg. Eastern's core values of faith, reason, and justice are woven into all of its educational programs. Eastern University is affiliated with the American Baptist Churches USA and has an interdenominational Christian student body, faculty and administration.

Academic leadership

Borrowed content example

Chemistry

The majors offered by the Department of Chemistry prepare students to enter graduate school or the chemical industry, and provide an excellent foundation for professional studies in medicine, forensics, pharmacy, business, education, law, and other areas.

Majors

- **B.S.** in **Biochemistry**—modern studies at the interface of chemistry and biology, also an excellent pathway for pre-med
- **B.S.** in **Chemistry**—classic and innovative development of theory and laboratory skills
- **B.S.** in **Chemistry-Business**—practical training in business skills and technical knowledge, can be combined with an accelerated MBA Track at Eastern
- **B.A.** in **Biochemical Studies**—optimal pathway for pre-pharmacy, including partnerships with Temple and Howard Universities
- **4+1** Track in **Forensic Chemistry**—accelerated B.S./P.S.M. with Temple University
- **4+1** Track in **Secondary Education**—accelerated B.S./M.Ed. in Secondary Education with certification at Eastern
- **4+1** Tracks in **Biotechnology, Bioinformatics,** and **Bioinnovation**—accelerated programs with Temple University

Mission

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

Accredited by the American Society for Biochemistry and Molecular Biology (ASBMB)

Code	Title	Credit Hours
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry Laboratory I	4
CHEM 122 & CHEM 124W	General Chemistry II and General Chemistry Laboratory II	4
CHEM 211 & CHEM 213W	Organic Chemistry I and Organic Chemistry Laboratory I: Techniques	4
CHEM 212 & CHEM 214	Organic Chemistry II and Organic Chemistry Laboratory II: Reactions	4
CHEM 320 & CHEM 322	Biochemistry I and Biochemistry Laboratory	4
CHEM 321	Biochemistry II	3
CHEM 390	Thermodynamics & Kinetics	4
CHEM 420 or CHEM 495	Chemical Research Internship	5
CHEM 425W	Project Presentation	1
CHEM 450	Chemistry Seminar	1
BIOL 311	Cell Biology	4
BIOL 344 & BIOL 345	Molecular Biology and Molecular Biology Laboratory	4
Select one of the following:		3-4
BIOL 310	Animal Physiology	
BIOL 312	Genetics	
CHEM 341	Structural Basis of Human Disease	
CHEM 360	Advanced Organic Chemistry	
CHEM 380	Instrumental Analysis	
PHYS 151	Introduction to University Physics (Calculus-Based)	4
PHYS 152	Introduction to University Physics (Calculus-Based)	4
MATH 160	Calculus I	3
Total Credit Hours		**56-57**

Recommended schedule:

Course	Title	Credit Hours
First Year		
CHEM 100	Chemical Foundations optional	2
CHEM 121	General Chemistry I	3
CHEM 122	General Chemistry II	3
CHEM 123	General Chemistry Laboratory I	1
CHEM 124W	General Chemistry Laboratory II	1
BIOL 152	General Biology II optional	4
MATH 160	Calculus I	3
	Credit Hours	**17**
Sophomore Year		
CHEM 195	Preparation for Organic Chemistry optional	1
CHEM 211	Organic Chemistry I	3
CHEM 212	Organic Chemistry II	3
CHEM 213W	Organic Chemistry Laboratory I: Techniques	1
CHEM 214	Organic Chemistry Laboratory II: Reactions	1
Select one of the following:		8
PHYS 151 & PHYS 152	Introduction to University Physics (Calculus-Based) and Introduction to University Physics (Calculus-Based)	
BIOL 311 & BIOL 344	Cell Biology and Molecular Biology	
	Credit Hours	**17**
	Total Credit Hours	**34**

The Major for the B.S. in Chemistry

Code	Title	Credit Hours
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry Laboratory I	4
CHEM 122 & CHEM 124W	General Chemistry II and General Chemistry Laboratory II	4
CHEM 211 & CHEM 213W	Organic Chemistry I and Organic Chemistry Laboratory I: Techniques	4
CHEM 212 & CHEM 214	Organic Chemistry II and Organic Chemistry Laboratory II: Reactions	4
CHEM 231	Quantitative Analysis	4
CHEM 380	Instrumental Analysis	4
CHEM 390	Thermodynamics & Kinetics	4
CHEM 411	Quantum Chemistry	4

CHEM 420	Chemical Research	5
or CHEM 495	Internship	
CHEM 425W	Project Presentation	1
CHEM 450	Chemistry Seminar	1
Select one of the following:		3-4
CHEM 320 & CHEM 322	Biochemistry I and Biochemistry Laboratory	
CHEM 350	Advanced Inorganic Chemistry	
CHEM 360	Advanced Organic Chemistry	
CHEM 105 & CHEM 304	Introduction to Forensic Chemistry and Chemistry Laboratory Management	
MATH 161	Calculus II	3
PHYS 151	Introduction to University Physics (Calculus-Based)	4
PHYS 152	Introduction to University Physics (Calculus-Based)	4
Total Credit Hours		**53-54**

Recommended for Graduate School preparation:

Code	Title	Credit Hours
CHEM 350	Advanced Inorganic Chemistry	3
CHEM 360	Advanced Organic Chemistry	3
MATH 300	Differential Equations	3

Recommended for work in industry:

Code	Title	Credit Hours
CHEM 360	Advanced Organic Chemistry	3
CHEM 304	Chemistry Laboratory Management	1
BUSA course		3

Required for Secondary Certification:

Code	Title	Credit Hours
CHEM 304	Chemistry Laboratory Management	1

Recommended Schedule:

Course	Title	Credit Hours
First Year		
CHEM 100	Chemical Foundations optional	2
CHEM 121	General Chemistry I	3
CHEM 122	General Chemistry II	3
CHEM 123	General Chemistry Laboratory I	1
CHEM 124W	General Chemistry Laboratory II	1
MATH 161	Calculus II [1]	3
	Credit Hours	**13**
Sophomore Year		
CHEM 195	Preparation for Organic Chemistry optional	1
CHEM 211	Organic Chemistry I	3
CHEM 212	Organic Chemistry II	3
CHEM 213W	Organic Chemistry Laboratory I: Techniques	1
CHEM 214	Organic Chemistry Laboratory II: Reactions	1
PHYS 151	Introduction to University Physics (Calculus-Based)	4
PHYS 152	Introduction to University Physics (Calculus-Based)	4
MATH 161	Calculus II	3
	Credit Hours	**20**
	Total Credit Hours	**33**

[1] MATH 160 Calculus I if no previous background in calculus

The Major for the B.S. in Chemistry-Business

Code	Title	Credit Hours
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry Laboratory I	4
CHEM 122 & CHEM 124W	General Chemistry II and General Chemistry Laboratory II	4
CHEM 211 & CHEM 213W	Organic Chemistry I and Organic Chemistry Laboratory I: Techniques	4
CHEM 212 & CHEM 214	Organic Chemistry II and Organic Chemistry Laboratory II: Reactions	4
Select one of the following:		4
CHEM 231	Quantitative Analysis	
CHEM 320 & CHEM 322	Biochemistry I and Biochemistry Laboratory	
CHEM 304	Chemistry Laboratory Management	1
CHEM 380	Instrumental Analysis	4
CHEM 450	Chemistry Seminar	1
ACCT 210	Accounting Fundamentals	3
MKTG 202	Principles of Marketing	3
BUSA 221	Business Statistics	3
Select one of the following:		3
MKTG 305	Principles of Sales Management	
BUSA 321	Operations Management	
BUSA 340	Human Resources Management	
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 480	Business Strategy and Policy	3
ECON 203	Macroeconomics	3
FINA 350	Finance for Managers	3
Select one of the following:		3-4
BUSA 495	Internship	
CHEM 495 & CHEM 425W	Internship and Project Presentation	
CHEM 420 & CHEM 425W	Chemical Research and Project Presentation	
Total Credit Hours		**56-57**

Recommended Schedule:

Chemistry sequence can be started in first or second year with CHEM 100 Chemical Foundations (optional in summer), CHEM 121 General Chemistry I/CHEM 123 General Chemistry Laboratory I. Business sequence begins with ACCT 210 Accounting Fundamentals.

The Major for the B.A. in Biochemical Studies

Designed for pre-pharmacy track and other pre-professional tracks

Code	Title	Credit Hours
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry Laboratory I	4
CHEM 122 & CHEM 124W	General Chemistry II and General Chemistry Laboratory II	4
CHEM 211 & CHEM 213W	Organic Chemistry I and Organic Chemistry Laboratory I: Techniques	4
CHEM 212 & CHEM 214	Organic Chemistry II and Organic Chemistry Laboratory II: Reactions	4
CHEM 320 & CHEM 322	Biochemistry I and Biochemistry Laboratory	4
CHEM 321	Biochemistry II	3
CHEM 450	Chemistry Seminar	1
CHEM 495	Internship	3
CHEM 425W	Project Presentation	1
BIOL 152 & 152L	General Biology II and General Biology II Laboratory	4
BIOL 216 & 216L	Introduction to Microbiology and Introduction to Microbiology Laboratory	4
BIOL 233 & 233L	Human Physiology & Anatomy I and Human Physiology & Anatomy I Lab	4
BIOL 234 & 234L	Human Physiology & Anatomy II and Human Physiology and Anatomy II Laboratory	4
BIOL 311 & 311L	Cell Biology and Cell Biology Lab	4
MATH 160	Calculus I	3
PHYS 151	Introduction to University Physics (Calculus-Based)	4
PHYS 152	Introduction to University Physics (Calculus-Based)	4
MATH 220	Elementary Statistics	3
Total Credit Hours		**62**

Recommended Schedule:

First-Year: CHEM 100 Chemical Foundations (optional in summer), CHEM 121 General Chemistry I/CHEM 123 General Chemistry Laboratory I in Fall, and then CHEM 122 General Chemistry II/CHEM 124W General Chemistry II Laboratory, and BIOL 152 General Biology II in Spring.

Biochemistry Minor

Code	Title	Credit Hours
CHEM 122 & CHEM 124W	General Chemistry II and General Chemistry Laboratory II	4
CHEM 211 & CHEM 213W	Organic Chemistry I and Organic Chemistry Laboratory I: Techniques	4
CHEM 212 & CHEM 214	Organic Chemistry II and Organic Chemistry Laboratory II: Reactions	4
CHEM 320 & CHEM 322	Biochemistry I and Biochemistry Laboratory	4
CHEM 321	Biochemistry II	3
Total Credit Hours		**19**

Chemistry Minor

Code	Title	Credit Hours
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry Laboratory I	4
CHEM 122 & CHEM 124W	General Chemistry II and General Chemistry Laboratory II	4
CHEM 211 & CHEM 213W	Organic Chemistry I and Organic Chemistry Laboratory I: Techniques	4
CHEM 212 & CHEM 214	Organic Chemistry II and Organic Chemistry Laboratory II: Reactions	4
Select one of the following:		3
CHEM 231	Quantitative Analysis	
CHEM 350	Advanced Inorganic Chemistry	
CHEM 360	Advanced Organic Chemistry	
CHEM 380	Instrumental Analysis	
CHEM 390	Thermodynamics & Kinetics	
CHEM 408	Industrial Chemistry	
CHEM 411	Quantum Chemistry	
CHEM 420	Chemical Research	
Total Credit Hours		**19**

Forensic Chemistry Minor

Code	Title	Credit Hours
CHEM 105	Introduction to Forensic Chemistry	3
CHEM 121 & CHEM 123	General Chemistry I and General Chemistry Laboratory I	4
CHEM 122 & CHEM 124W	General Chemistry II and General Chemistry Laboratory II	4
CHEM 211 & CHEM 213W	Organic Chemistry I and Organic Chemistry Laboratory I: Techniques	4
BIOL 316	Techniques in Biotechnology	3
Total Credit Hours		**18**

Forensic Chemistry 4+1 Track

The 4+1 forensic chemistry accelerated track leads to a B.S. in Chemistry or Biochemistry from Eastern University followed by a Professional Science Masters (PSM) degree in Forensic Chemistry from Temple University. Graduate coursework begins in the fall of junior year at Eastern. Students take one Temple graduate course per semester until the end of senior year so that an entire year of graduate studies is completed concurrent with the undergraduate degree. Students who meet the requirements are guaranteed admission to Temple following graduation from Eastern to complete the PSM degree in one additional year. The year of full-time graduate studies at Temple includes a professional internship.

Professional Science Tracks

Students majoring in B.S. Biochemistry can pursue a 4+1 track leading to a Professional Science Masters (PSM) degree from Temple University in any of the following growth areas: Biotechnology, Bioinformatics, Bioinnovation or Scientific Writing. Graduate coursework begins in the fall of junior year at Eastern.

Secondary Education 4+1 Track

The 4+1 chemistry/secondary education accelerated track leads to a B.S. in Chemistry with a minor in Secondary Education followed by the M.Ed. in Curriculum & Instruction with a concentration in Secondary Education and chemistry certification through Eastern University. Graduate work is online and can begin in the junior year and continue in summers. Student teaching is done in the spring semester of the graduate year.

Communication Studies

The mission of the Communication Studies Department is to encourage and equip students to become competent, creative, and ethical communicators who are committed to integrating faith, reason, and justice into each communication act. Together we explore the strategies, practices, theories, and technologies that foster connection and the co-creation of meaning. Each Communication Studies student completes a core of 29 hours that focuses on the history, theory, scholarship, and professional practices of the communication discipline. In addition, each student selects one of four concentrations: Interpersonal Communication, Digital Media, Journalism or Strategic Communication.

The Major for the B.A. in Communication Studies

Code	Title	Credit Hours
Core Major Courses (Required of all Concentrations)		
COMM 101	Foundations of Communication	3
COMM 120	Public Speaking	3
COMM 145	Digital Media Fundamentals	3
COMM 236	Media Agency	3
COMM 260	Intercultural Communication	3
COMM 262	Career and Professional Development I	1
COMM 280	Introduction to Communication Theory	3
COMM 285	Introduction to Communication Research Methods	3
COMM 320	Media and Culture	3
COMM 362	Career and Professional Development II	1
COMM 480W	Senior Seminar	3
COMM 495	Internship	2
Total Credit Hours		**31**

The Minor In Communication Studies

Code	Title	Credit Hours
COMM 104	Introduction to Human Communication Relational Communication	3
COMM 105	Introduction to Communication: Mass Media	3
COMM 120	Public Speaking	3
COMM 280	Introduction to Communication Theory	3
Select two (2) Communication Studies electives		6
Total Credit Hours		**18**

The Minor In Journalism

Code	Title	Credit Hours
COMM 105	Introduction to Communication: Mass Media	3
COMM 215	Writing for the Media	3
COMM 225	Journalism Fundamentals	3
COMM 235	College Newspaper Practicum	3
Select two of the following:		6
COMM 221	Public Relations	
COMM 240	Rhetoric & Persuasion	
COMM 320	Media and Culture	
COMM 331	Social Media in Organizations	
COMM 361	Digital Media Production	
ENGL 340	Advanced Writing: Essay	
COMM 495	Internship	
or ENGL 495	Internship	
Total Credit Hours		**18**

Interpersonal Communication Concentration

Code	Title	Credit Hours
COMM 201	Interpersonal Communication	3
COMM 203	Group Communication & Leadership	3
COMM 240	Rhetoric & Persuasion	3
COMM 303	Organizational Communication	3
COMM 381	Event Management	3
Select two (2) Communication Studies electives [1]		6
Total Credit Hours		**21**

[1] COMM 331 Social Media in Organizations recommended

Digital Media Concentration

Code	Title	Credit Hours
COMM 155	Design for Digital Media	3
COMM 215	Writing for the Media	3
COMM 220	The Art of Film	3
COMM 345	Digital Media Production II	3
COMM 353	Podcasting	3
Select two (2) Communication Studies electives [1]		6
Total Credit Hours		**21**

[1] May substitute ENGL 342 Advanced Writing: Drama, MKTG 202 Principles of Marketing, or ENTR 315 Entrepreneurial Sales & Marketing for one elective.

Strategic Communication Concentration

Code	Title	Credit Hours
COMM 155	Design for Digital Media	3
COMM 215	Writing for the Media	3
COMM 221	Public Relations	3
COMM 303	Organizational Communication	3
or COMM 331	Social Media in Organizations	
COMM 375	Communication - IMC	3
Select two (2) Communication Studies electives [1]		6
Total Credit Hours		**21**

[1] May substitute MKTG 202 Principles of Marketing, MKTG 303 Consumer Behavior, or ENTR 315 Entrepreneurial Sales & Marketing for one elective.

Journalism Concentration

Code	Title	Credit Hours
COMM 155	Design for Digital Media	3
COMM 225	Journalism Fundamentals	3
COMM 345	Digital Media Production II	3
COMM 353	Podcasting	3
COMM 382	Solutions Journalism	3
Select two (2) Communication Studies electives [1]		6
Total Credit Hours		**21**

[1] May substitute ENGL 340 Advanced Writing: Essay or ENGL 317 Writing for Publication for one course.

Criminal Justice

See Social Transformation Programs

Dance

The Major for BA in Dance

Code	Title	Credit Hours
Dance Technique Courses		
DANC 100	Introduction to Dance Studies	2
DANC 122	Global Dance Forms	2
DANC 231	Intermediate Modern Dance: Theory and Te	2
DANC 232	Intermediate Jazz Dance: Theory and Tech	2
DANC 234	Intermediate Ballet Dance: Theory and Technique	2
DANC 331	Advanced Modern Dance: Theory and Technique	2
DANC 334	Advanced Ballet Dance: Theory and Technique	2
Dance Education Courses		
DANC 103	Movement, Rhythms for Children	2
DANC 345	Methods and Techniques of Dance Instruction	3
DANC 210	Dance Anatomy and Kinesiology	3
DANC 495	Internship (optional)	2-10
Dance History Courses		
DANC 260W	Modern Dance History	3
DANC 375	World Dance	3
DANC 233W	Liturgical Dance History and Practice	3
Dance Performance Courses		
DANC 340	Dance Repertory	2
DANC 385	Dance Improvisation	2
DANC 386	Dance Composition	2
DANC 999	Administration and Repertory	0
Independent Work		
DANC 410	Senior Seminar	3
DANC 440	Senior Project/Performance	0

The Minor in Dance

Code	Title	Credit Hours
Dance Technique Courses: Audition/Leveling Class required		
DANC 100	Introduction to Dance Studies	2
DANC 122	Global Dance Forms	2
DANC 231	Intermediate Modern Dance: Theory and Te	2
or DANC 331	Advanced Modern Dance: Theory and Technique	
DANC 234	Intermediate Ballet Dance: Theory and Technique	2
or DANC 334	Advanced Ballet Dance: Theory and Technique	
DANC 999	Administration and Repertory	0
Dance Theory Courses		
DANC 260W	Modern Dance History	3
or DANC 375	World Dance	
DANC 233W	Liturgical Dance History and Practice	3
DANC 386	Dance Composition	2
Dance Education Courses		
DANC 103	Movement, Rhythms for Children	2-3
or FAPA 300W	Arts Integration in the Classroom	
Total Credit Hours		**18-19**

Optional but Highly Recommended Courses

Code	Title	Credit Hours
DANC 232	Intermediate Jazz Dance: Theory and Tech	2
or DANC 332	Advanced Jazz Dance: Theory and Technique	
DANC 340	Dance Repertory	2
DANC 385	Dance Improvisation	2

Education

Mission Statement

The College of Education affirms the mission statement of Eastern University with its commitment to teaching, research, faith, justice, schools and community. The College 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 College meets the needs of its students to assume positions in this society through both undergraduate and graduate programs.

The Programs

The Undergraduate Studies in the College of Education offers certification in Early Childhood Education (PK-4); Early Childhood Studies (PK-4); Middle Level (4th to 8th Grade); and Special Education (PK-12). Students may also acquire Secondary Education certification, which requires students to complete a major in the specific content area of certification along with the required Secondary Education Major courses. World Language Certification (PK-12) is available in Spanish. ESL (PK-12) certification can be added to Early Childhood, Middle Level, Secondary Education or Language Certification and PK-12 Special Education.

The student who seeks certification is responsible for completing the approved course of study and must be recommended by the College of Education 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 (PK-12), School Nurse (PK-12), Reading Specialist (PK-12), School Counseling, School Psychology, Supervisor (PK-12), Supervisor of Special Education (PK-12).

Formal Application to the Education Department

The Pennsylvania Department of Education (PDE) has established requirements for certification to teach in Pennsylvania. Students who wish to declare Education as their major may do so at the completion of 48 credits and have a 3.0 gpa or higher. Students can declare a major in Early Childhood Studies at any time since the major does not lead to a certification.

Students who wish to declare Education as a major must complete a Major Declaration card (available on the Registrar's webpage, Form). Those who intend to be certified in the secondary education major must also major in an academic subject certifiable by Eastern University (Biology, Chemistry, English, History, and, Math). Admission to the department does not guarantee acceptance into student teaching since there are additional requirements needed (see Student Teaching Handbook for further details).

Formal Application for Student Teaching

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

- Successful completion of two (2) 3-credit English courses (must be 1 writing and 1 literature) and two (2) 3-credit math courses (any MATH prefix) with a passing grade. A grade of a C is required for ENGL 102 (https://catalog.eastern.edu/search/?P=ENGL%20102) College Writing per University GE requirements.
- Successful completion of 2 (3 credits each) math courses *(recommended MATH 107 Mathematical Perspectives for Educators and MATH 102 Foundations of Mathematics* .
- All EDUC courses must be passed with grades of C or better
- All coursework must be completed prior to student teaching coursework (EDUC 410 Student Teaching/EDUC 420 Seminar in Student Teaching).
- Required cumulative GPA: 3.0 or above

Students must submit to the department a formal student teaching application (available on our website) December 15th-January 15th for the following Fall and Spring semester.

Field Experience Placements

Field experience placements for EDUC 406 Teaching Secondary Education Math and Science With Field Experience (110 Hrs), EDUC 407 Teaching Secondary Education English and Social Studies With Field Experience (110 Hours), and EDUC 408 Education Seminar With Field Experience (110 Hours) are arranged by the Coordinator of Field Experiences. Students are not to solicit placements for this course. For other courses requiring field experience hours, the Coordinator of Field Experiences can arrange placements, however, for these courses students are permitted to solicit their own placements in their home districts over the fall and spring breaks and between semesters.

While student needs are considered in assigning placements, no particular placement can be guaranteed. Transportation to and from field placements is the responsibility of the individual student. Students must have their criminal clearances (Act 34 Pennsylvania State Criminal History Record Report, Act 114 Federal Criminal History Report, and Act 151 Child Abuse Report) and TB testing results by the first day of class.

Mandatory Clearances for Observations

All students are required to pay for and use a professional service that collects and reviews important documents and records. This service not only stores documents confidentially (FERPA compliant) but allows Eastern University Field Placement and Student Teaching coordinators electronic access to review documents. Go to the Eastern University Student Teaching Web page to find forms and student teaching procedures.

Students enrolled in a class requiring observation or working with students in any way must first pay for and use the College's professional service to collect and review important documents. The service will give students instructions about what clearances and other documentation is needed. Please enroll in the professional documents service and begin applying for clearances through this service 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
- TB Test done within the last 9 months.
- Professional Liability Insurance

The Major for the B.S. in Early Childhood Studies

The BS in Early Childhood Studies is designed to help working adults expand career opportunities in the child care field with options for certification from PK to 4th grade. Early Childhood Studies does not include student teaching, so no certification is earned during the

program. However, the degree does allow students to work toward their certification after graduation.

Code	Title	Credit Hours
EDUC 200	Foundations of Education	3
EDUC 201	Introduction: Special Education	3
EDUC 202	Assessment and Evaluation	3
EDUC 204W	Inclusive Education	3
EDUC 205	The Developing Child: PK to 4	3
EDUC 211	Educational Psychology	3
EDUC 212	Teaching Multilingual Learners (MLs)	3
EDUC 231	Technology in the Classroom	3
EDUC 234	Child and Adolescent Development	3
EDUC 240	Early Literacy Foundations	3
EDUC 306	Science and Health for Children	3
EDUC 308	Teaching Social Studies	3
EDUC 310	Math for the Teacher of Children	3
EDUC 328	Early Childhood Education	3
EDUC 380	Teaching Communication Arts	3
EDUC 408	Education Seminar With Field Experience	3
Total Credit Hours		**48**

The Major for the B.S. in Early Childhood Education

Those desiring to teach PK-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.

Code	Title	Credit Hours
Required Courses		
EDUC 200	Foundations of Education	3
EDUC 201	Introduction: Special Education	3
EDUC 202	Assessment and Evaluation	3
EDUC 204W	Inclusive Education	3
EDUC 205	The Developing Child: PK to 4	3
EDUC 211	Educational Psychology	3
EDUC 212	Teaching Multilingual Learners (MLs)	3
EDUC 231	Technology in the Classroom	3
EDUC 234	Child and Adolescent Development	3
EDUC 240	Early Literacy Foundations	3
EDUC 282	Methods of Classroom Management	3
EDUC 306	Science and Health for Children	3
EDUC 308	Teaching Social Studies	3
EDUC 310	Math for the Teacher of Children	3
EDUC 328	Early Childhood Education	3
EDUC 380	Teaching Communication Arts	3
EDUC 408	Education Seminar With Field Experience	3
EDUC 410	Student Teaching	12
EDUC 420	Seminar in Student Teaching	3
Total Credit Hours		**66**

The Major for the B.S. in Education Studies

The Education Studies major requires all of the courses listed below:

Code	Title	Credit Hours
Required Courses		
EDUC 200	Foundations of Education	3
EDUC 201	Introduction: Special Education	3
EDUC 202	Assessment and Evaluation	3
EDUC 204W	Inclusive Education	3
EDUC 211	Educational Psychology	3
EDUC 212	Teaching Multilingual Learners (MLs)	3
EDUC 234	Child and Adolescent Development	3
EDUC 240	Early Literacy Foundations	3
EDUC 323	Trauma Informed Practices in Educational Settings	3
EDUC 408	Education Seminar With Field Experience	3
Three Education Electives		9
Three Education Electives (300-level or higher)		9
Total Credit Hours		**48**

Special Education Certification (PK-12)

The Special Education certification requires all of the courses listed below:

Code	Title	Credit Hours
EDUC 385	Emotional and Behavioral Disorders	3
EDUC 386	Autistic Spectrum Disorders	3
EDUC 389	Early Intervention and Transition Planning	3
EDUC 402	Reading and Learning Differences	3
EDUC 403	Reading and Writing Across Content Areas	3
EDUC 405	Teaching Techniques for Low Incidence Learners	3

The Major for the B.S. in Special Education

Those desiring to teach Special Education should PK-12 select this major. All required courses are listed below.

Code	Title	Credit Hours
EDUC 200	Foundations of Education	3
EDUC 201	Introduction: Special Education	3
EDUC 202	Assessment and Evaluation	3
EDUC 204W	Inclusive Education	3
EDUC 211	Educational Psychology	3
EDUC 212	Teaching Multilingual Learners (MLs)	3
EDUC 231	Technology in the Classroom	3
EDUC 234	Child and Adolescent Development	3
EDUC 240	Early Literacy Foundations	3
EDUC 385	Emotional and Behavioral Disorders	3
EDUC 386	Autistic Spectrum Disorders	3
EDUC 389	Early Intervention and Transition Planning	3

EDUC 402	Reading and Learning Differences	3
EDUC 403	Reading and Writing Across Content Areas	3
EDUC 405	Teaching Techniques for Low Incidence Learners	3
EDUC 408	Education Seminar With Field Experience	3
EDUC 410	Student Teaching	12
EDUC 420	Seminar in Student Teaching	3
Total Credit Hours		**63**

The Major for the B.S. in Middle Level Education

Code	Title	Credit Hours
EDUC 200	Foundations of Education	3
EDUC 201	Introduction: Special Education	3
EDUC 202	Assessment and Evaluation	3
EDUC 204W	Inclusive Education	3
EDUC 211	Educational Psychology	3
EDUC 212	Teaching Multilingual Learners (MLs)	3
EDUC 231	Technology in the Classroom	3
EDUC 234	Child and Adolescent Development	3
EDUC 282	Methods of Classroom Management	3
EDUC 306	Science and Health for Children	3
EDUC 308	Teaching Social Studies [1]	3
or EDUC 380	Teaching Communication Arts	
EDUC 403	Reading and Writing Across Content Areas	3
EDUC 408	Education Seminar With Field Experience	3
EDUC 410	Student Teaching	12
EDUC 420	Seminar in Student Teaching	3
Total Credit Hours		**54**

[1] Middle Level Option for Mathematics and Science Concentration requires EDUC 306 Science and Health for Children **and** EDUC 310 Math for the Teacher of Children (**not** EDUC 308 Teaching Social Studies or EDUC 380 Teaching Communication Arts).

Certifications

Certification will require students to finish a concentration and focus areas outside the Middle Level Education major. Contact the College of Education 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.

Secondary Education Major (7-12th Grade)

This major can only be elected as a second major. 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. Areas of certification include: Biology, Chemistry, English, Mathematics, and Social Studies.

Code	Title	Credit Hours
Required Education Courses		
EDUC 200	Foundations of Education	3
EDUC 201	Introduction: Special Education	3
EDUC 202	Assessment and Evaluation	3
EDUC 204W	Inclusive Education	3
EDUC 211	Educational Psychology	3
EDUC 212	Teaching Multilingual Learners (MLs)	3
EDUC 231	Technology in the Classroom	3
EDUC 234	Child and Adolescent Development	3
EDUC 282	Methods of Classroom Management	3
EDUC 403	Reading and Writing Across Content Areas	3
EDUC 406	Teaching Secondary Education Math and Science With Field Experience (110 Hrs)	3
or EDUC 407	Teaching Secondary Education English and Social Studies With Field Experience (110 Hours)	
EDUC 410	Student Teaching	12
EDUC 420	Seminar in Student Teaching	3
Total Credit Hours		**48**

Additional Courses Required for PDE Certification

- Successful completion of 2 (3 credits each) English courses (1 writing and 1 literature) with minimum grades of C or better
- Successful completion of 2 (3 credits each) math courses *(recommended MATH 102 Foundations of Mathematics and MATH 107 Mathematical Perspectives for Educators.*
- *Successful completion of 3 credit US History Course (recommended HIST 201 U.S. Survey to 1877* ***or*** *HIST 202 U.S. Survey Since 1877)*

Major Related Secondary Education Requirements

Biology

Students desiring secondary certification in biology should complete the Secondary Education courses and the academic major requirements as listed in this catalog with the additional courses:

Chemistry

Students desiring secondary certification in chemistry should complete the Secondary Education courses and the academic major requirements as listed in this catalog with the additional course:

Code	Title	Credit Hours
CHEM 304	Chemistry Laboratory Management	1

English

Students who wish to be certified in English must add the following courses to their academic major, along with the Secondary Education courses:

English (Literature) Major

Code	Title	Credit Hours
COMM 220	The Art of Film	3
ENGL 236	Young Adult Literature	3
LANG 310	Linguistics	3
Total Credit Hours		**9**

English Writing Major

Code	Title	Credit Hours
COMM 220	The Art of Film	3
ENGL 236	Young Adult Literature	3
ENGL 206	Survey of British Literature II	3
LANG 310	Linguistics	3
Total Credit Hours		**12**

Recommended:

ENGL 250 Writing Assistant Training Seminar

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:

Code	Title	Credit Hours
GEOG 201	World Geography	3
ECON 203	Macroeconomics	3
POLI 103	American Government	3
PSYC 100	General Psychology	3
or SOCI 100	Introduction to Sociology	
Total Credit Hours		**12**

World Language Certification (PK-12)

Certification to teach World Language (PK-12) requires a World 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.

Code	Title	Credit Hours
Required Courses		
EDUC 200	Foundations of Education	3
EDUC 201	Introduction: Special Education	3
EDUC 202	Assessment and Evaluation	3
EDUC 204W	Inclusive Education	3
EDUC 211	Educational Psychology	3
EDUC 234	Child and Adolescent Development	3
LANG 350	The Teaching of World Languages and ESL,The Teaching of Modern Languages	3
EDUC 403	Reading and Writing Across Content Areas	3
EDUC 408	Education Seminar With Field Experience	3
EDUC 410	Student Teaching	12
EDUC 417	Multicultural Education	3
EDUC 420	Seminar in Student Teaching	3
Total Credit Hours		**45**

Additional Courses Required for PDE Certification

- Successful completion of 2 (3 credits each) English courses (1 writing and 1 literature) with minimum grades of C or better for English writing.
- Successful completion of 2 (3 credits each) math courses *(recommended MATH 102 Foundations of Mathematics and MATH 107 Mathematical Perspectives for Educators.*

Four- or Five-Year Combined B.S./M.ED. in Curriculum and Instruction (With a PK-4, Middle-Level, Secondary Focus), Multicultural Education, Reading, Special Education and TESOL

These four- or five-year combined programs are designed for Eastern undergraduate students who are in either teaching certification or Early Childhood Studies 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.

The Minor in Education

Code	Title	Credit Hours
Required Courses		
EDUC 200	Foundations of Education	3
EDUC 201	Introduction: Special Education	3
EDUC 204W	Inclusive Education	3
EDUC 211	Educational Psychology	3
EDUC 234	Child and Adolescent Development	3
Selecte one of the following:		3
EDUC 202	Assessment and Evaluation	
EDUC 282	Methods of Classroom Management	
EDUC 328	Early Childhood Education	
EDUC 380	Teaching Communication Arts	
Total Credit Hours		**18**

Certification Track in Middle Grades 4-8

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

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 two concentrations within the English Major: Literature and Writing. 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, economics, 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-six, 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

Code	Title	Credit Hours
Core Curriculum		
ENGL 202W	Introduction to Critical Reading	3
ENGL 216	American Literature II	3
ENGL 245W	Introduction to Creative Writing	3
ENGL 312	Shakespeare	3
ENGL 422	Research Seminar	3
or ENGL 423	Senior Seminar: Writing	
Total Credit Hours		**15**

Literature Concentration

Code	Title	Credit Hours
Additional Literature Core Courses		
ENGL 205	Survey of British Literature I	3
ENGL 206	Survey of British Literature II	3
ENGL 215	American Literature I	3
ENGL 310	Literary Criticism and Theory	3
Electives [1] [2]		
Select one Regional Literature Elective from the following:		3
ENGL 204	Masterpieces of European Literature	
ENGL 235	Global Fiction	
ENGL 315	Irish Literature	
ENGL 316	Scottish Literature	
ENGL 336	Russian Literature and Translation	
ENGL 337	Modern Greek Literature Translation	
Select one Time Period Literature Elective from the following:		3
ENGL 314	Chaucer and Medieval Literature	
ENGL 326	Renaissance Studies	
ENGL 328	English Literature of the Restoration & Eighteenth Century	
ENGL 329	Nineteenth Century British Literature	
ENGL 415	Twentieth Century British Literature	
Select one Major Authors Literature Elective from the following:		3
ENGL 210	The Literature of Women	
ENGL 236	Young Adult Literature	
ENGL 327	Milton and 17th Century	
ENGL 412	James Joyce Seminar	
Total Credit Hours		**21**

[1] One General Elective from the following may substitute for any of the other elective categories below:
ENGL 207 Studies in Drama
ENGL 208 Studies in Poetry
ENGL 220 Studies in the Novel and Short Fiction
ENGL 225 Post-Colonial Women's Novels

[2] Literature Majors may substitute **ONE** (3-credit) literature-related Special Topics course (ENGL 330) for one of the three required upper-level electives.

Writing Concentration

Code	Title	Credit Hours
Select four Writing Core Electives from the following: [1]		12
ENGL 250	Writing Assistant Training Seminar	
ENGL 340	Advanced Writing: Essay	
ENGL 341	Advanced Writing: Poetry	
ENGL 343	Advanced Writing: Memoir	
ENGL 344	Advanced Writing: Short Fiction	
ENGL 495	Internship	
Select two English Literature Electives from the following:		6
ENGL 204	Masterpieces of European Literature	
ENGL 205	Survey of British Literature I	
ENGL 206	Survey of British Literature II	
ENGL 210	The Literature of Women	
ENGL 215	American Literature I	
ENGL 235	Global Fiction	
ENGL 236	Young Adult Literature	
ENGL 310	Literary Criticism and Theory	
ENGL 314	Chaucer and Medieval Literature	
ENGL 315	Irish Literature	
ENGL 316	Scottish Literature	
ENGL 326	Renaissance Studies	
ENGL 327	Milton and 17th Century	
ENGL 328	English Literature of the Restoration & Eighteenth Century	
ENGL 329	Nineteenth Century British Literature	
ENGL 336	Russian Literature and Translation	
ENGL 337	Modern Greek Literature Translation	
ENGL 412	James Joyce Seminar	
ENGL 415	Twentieth Century British Literature	
Select one Writing Genre Elective from the following:		3

ENGL 207	Studies in Drama	
ENGL 208	Studies in Poetry	
ENGL 220	Studies in the Novel and Short Fiction	
ENGL 225	Post-Colonial Women's Novels	
Total Credit Hours		**21**

[1] Writing Majors may substitute **ONE** (3-credit) writing-related Special Topics course (ENGL 330) for one of the four upper-level Writing core electives.

The English Minor: Literature

Code	Title	Credit Hours
Eighteen hours from Literature [1]		18
One of the following may be used in place of a literature course:		
COMM 105	Introduction to Communication: Mass Media	
COMM 215	Writing for the Media	
COMM 220	The Art of Film	
COMM 240	Rhetoric & Persuasion	
COMM 320	Media and Culture	
Total Credit Hours		**18**

[1] **ONE** (3-credit) literature-related Special Topics course (ENGL 330) may be used for the Literature Minor.

The English Minor: Writing

Code	Title	Credit Hours
ENGL 245W	Introduction to Creative Writing	3
Select three of the following: [1]		9
ENGL 250	Writing Assistant Training Seminar	
ENGL 340	Advanced Writing: Essay	
ENGL 341	Advanced Writing: Poetry	
ENGL 343	Advanced Writing: Memoir	
ENGL 344	Advanced Writing: Short Fiction	
ENGL 495	Internship	
Six credits of English Literature		6
One of the following may be used in place of a Literature course:		
COMM 105	Introduction to Communication: Mass Media	
COMM 215	Writing for the Media	
COMM 220	The Art of Film	
COMM 240	Rhetoric & Persuasion	
COMM 320	Media and Culture	
Total Credit Hours		**18**

[1] **ONE** (3-credit) writing-related Special Topics course (ENGL 330) may be substituted for one of the three-upper level Writing core electives for the Writing Minor.

Fine Arts

The Minor in Fine Arts

Code	Title	Credit Hours
FAPA 110	Introduction to Music	3
FAPA 120	History & Appreciation of Art	3
THEA 104	Introduction to Theatre	3
Choose one of the following:		3
DANC 233W	Liturgical Dance History and Practice	
DANC 260W	Modern Dance History	
DANC 375	World Dance	
Electives in Music, Dance, Art, or Theatre		6
Total Credit Hours		**18**

Global Studies and Service

See Social Transformation Programs

History

The Major for the B.A. in History

A minimum grade of C in HIST 160 Ancient World or HIST 161 Modern Civilization is a requirement for all History Majors.

Code	Title	Credit Hours
Required Coursework		
HIST 160	Ancient World	3
or HIST 161	Modern Civilization	
HIST 201	U.S. Survey to 1877	3
or HIST 202	U.S. Survey Since 1877	
HIST 210W	Historiography: Varieties of Historical Interpretation	3
HIST 414	Historical Interpretation and Integration	3
Ancient Europe		
Select one of the following:		3
HIST 315	Ancient Greece	
HIST 316	Rome: Republic and Empire	
HIST 318	Medieval History,High Middle Ages	
HIST 319	The Age of the Renaissance	
HIST 320	The Age of the Reformation	
Modern Europe		
Select one of the following:		3
HIST 321	The Age of Reason 1648-1789	
HIST 323	Revolution & Empires 1789-1914,The Age of Empires 1848-1914	
HIST 352	Russian History	
American		
Select one of the following:		3
HIST 441	History of Race and Ethinicty in the United States	
HIST 450	Colonial and Revolutionary America	
HIST 460	The Early American Republic	
HIST 480	Civil War and Reconstruction	

Regional or Topical		
Select two of the following:		6
HIST 326	Native American History	
HIST 334	Great Britain Since 1603	
HIST 353	History of Middle East [1]	
HIST 370	History of Economic Thought	
HIST 371	Byzantine Empire & Civilization [1]	
HIST 372	Eastern Orthodox History and Theology [1]	
HIST 373	History & Culture of Arabic Christianity [1]	
Electives in History		
Select four elective HIST courses at 300 and 400-level (may include an additional CSE or Senior Seminar)		12
Total Credit Hours		**39**

[1] *Fulfills Knowledgeable about a Culture Beyond the West general education requirement*

The Minor in History

Code	Title	Credit Hours
Select two of the following:		6
HIST 160	Ancient World	
HIST 161	Modern Civilization	
HIST 201	U.S. Survey to 1877	
HIST 202	U.S. Survey Since 1877	
12 additional credits from HIST courses at the 300 and 400-level		12
Total Credit Hours		**18**

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 eligibility 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 program elements or fundamentally alter the Exercise Science curriculum.

Procedure

1. Students must make an appointment with the Department Chair to officially declare the major. At this meeting, 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 Exercise Science.
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

Code	Title	Credit Hours
PSYC 100	General Psychology	3
BIOL 233	Human Physiology & Anatomy I	4
BIOL 234	Human Physiology & Anatomy II	4
EXSC 200	Health Promotion	3
EXSC 201	First Aid	3
EXSC 220	Basic Nutrition Science	3
EXSC 260	Strength Training	2
EXSC 298	Group Exercise Instruction	3
EXSC 350W	Research Methods	3
EXSC 351	Kinesiology	3
EXSC 352	Physiology of Exercise	3
EXSC 360	Psychology of Sport and Exercise,Sports Psychology	3
EXSC 380	Sports Nutrition	3
EXSC 395	Exercise Science Testing Lab	3
EXSC 411	Cardiovascular Physiology and Pathophysiology	3
EXSC 416	Exercise Metablism and Pharmacology	3
EXSC 451	Professional Development in Exercise Science,Professional Development in Exercise Science and Risk Management	1
EXSC 453	Exercise Prescription and Rehabilitation	3
EXSC 465	Exercise for Special Health Populations	3
EXSC 495	Internship	3-12
Total Credit Hours		**59-68**

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 a 2-3 year 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)
- General Biology (one year)
- Biology (one additional class with lab)
- Chemistry (one year)
- Physics (one year)
- Psychology (lifespan or abnormal)
- Sociology (some programs accept instead of psychology requirement)
- 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 a 2-3 year 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

The Major for the B.A. in Health Science

Code	Title	Credit Hours
PSYC 100	General Psychology	3
BIOL 233	Human Physiology & Anatomy I	4
BIOL 234	Human Physiology & Anatomy II	4
EXSC 200	Health Promotion	3
EXSC 201	First Aid	3
EXSC 220	Basic Nutrition Science	3
EXSC 240	Medical Terminology	3
PHIL 215	Introduction to Medical Ethics	3
EXSC 350W	Research Methods	3
HLSC 325	Health & Disease	3
HLSC 445	Professional Development in Health Science	3
HLSC 495	Internship in Health Science	3
Select two of the following electives:		6
ATTR 301	Care and Prevention of Athletic Injuries	
EXSC 310	Aging, Health and Physical Activity	
EXSC 351	Kinesiology	
EXSC 360	Psychology of Sport and Exercise,Sports Psychology	
PSYC 207	Lifespan Development	
PSYC 225	Biopsychology	

PSYC 301	Psychopathology	
Total Credit Hours		**44**

Language and Cultural Studies

The LANG prefix designates courses in Language and Linguistics study that are not specific to one world language, or when the language offered is not one listed.

Spanish majors must 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 originating from Spanish-speaking countries may be exempt from this requirement depending on their level of education in their home country. Students seeking certification to teach languages must satisfy all requirements of the Commonwealth of Pennsylvania.

Spanish majors demonstrate their oral proficiency before graduation by completing the Oral Proficiency Interview via computer (OPIc) assessed by the American Council for the Teaching of Foreign Languages (ACTFL). This assessment will be conducted on Eastern's campus via computer in the student's senior year. ***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 OPIC is a national 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 a student's performance with the criteria described in the ACTFL Proficiency Guidelines - Speaking (Revised 1999). It is administered via computer and a secure internet connection. As a Spanish major you must take the OPIc on campus in your senior year 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 a teaching certification. The national benchmark established by ACTFL is Advanced Low; for the State of Pennsylvania it is Intermediate High. 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. opicdemo.actfltesting.org (https://opicdemo.actfltesting.org/)

ACTFL Proficiency Levels

You should familiarize yourself with the ACTFL Proficiency Levels at: actflproficiencyguidelines2012.org (https://www.actfl.org/resources/actfl-proficiency-guidelines-2012/)

Liberal Arts

Associate of Arts in Liberal Arts

The associate's program (the accumulation of a minimum of 61 total credits) is designed to offer adult learners the opportunity to earn the liberal arts degree. This program is offered in an accelerated format.

All course descriptions are located in the course description section of the catalog.

Code	Title	Credit Hours
Required Coursework		
INST 140	Introduction to Faith, Reason, and Justice: Non-Residential and Virtual Community Students	3
BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
THEO 110	Christian Spirituality	3
THEO 140	Faith and the Big Questions	3
or MISS 100	Perspectives in Christian World Mission	
BIOL 105	Introductory Biology	3
COMM 120	Public Speaking	3
ENGL 102	College Writing	3
HIST 202	U.S. Survey Since 1877	3
or HIST 161	Modern Civilization	
MATH 100	Fundamentals of Mathematics	3
or MATH 160	Calculus I	
or PSYC 220	Statistics for the Social and Behavioral Sciences	
or BUSA 221	Business Statistics	
ANTH 101	Introduction to Cultural Anthropology	3
or MUSI 250	Music in World Cultures	
POLI 270	Justice in a Pluralistic Society	3
SOCI 105	Contemporary Social Problems	3
or ANTH 101	Introduction to Cultural Anthropology	
or SOWK 110	Human Diversity and Social Interaction	
or PSYC 100	General Psychology	
or ECON 203	Macroeconomics	
or GEOG 201	World Geography	
or MINL 101	Culture, Ministry, and the Gospel	
or EDUC 211	Educational Psychology	
ENGL 236	Young Adult Literature	3
or MUSI 250	Music in World Cultures	
Elective Coursework [1]		23-25
Total Credit Hours		**62-64**

[1] *Students may choose 23-25 credits from any 100-200 level coursework offered in the 7 week, accelerated format.*

Associate of Arts in Liberal Arts with a Concentration in Early Childhood Studies

The 64-credit associate's program is designed to offer adult learners the opportunity to earn the associate of arts degree, level B on the PA Career

Pathway. This program is offered in an accelerated format. All course descriptions are located in the course description section of the catalog.

Code	Title	Credit Hours
Required Coursework		
INST 140	Introduction to Faith, Reason, and Justice: Non-Residential and Virtual Community Students	3
BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
BIOL 105	Introductory Biology	3
COMM 120	Public Speaking	3
ENGL 102	College Writing	3
GEOG 201	World Geography	3
MATH 107	Mathematical Perspectives for Educators	3
POLI 104	State and Local Government	3
POLI 270	Justice in a Pluralistic Society	3
THEO 110	Christian Spirituality	3
EDUC 201	Introduction: Special Education	3
EDUC 205	The Developing Child: PK to 4	3
EDUC 231	Technology in the Classroom	3
EDUC 235	Urban Education	3
EDUC 255	Early Childhood Education Lab	1
EDUC 323	Trauma Informed Practices in Educational Settings	3
EDUC 327	Early Childhood Principles & Procedures	3
EDUC 329	Early Childhood: Curriculum and Assessment	3
EDUC 370	Literature for Children and Adolescents	3
EDUC 389	Early Intervention and Transition Planning	3
EDUC 417	Multicultural Education	3
EDUC 418	Family and Community Collaboration	3
Total Credit Hours		**64**

Marketing

See Business Programs *(p. 175)*

Mathematics

The Major for the B.A. in Mathematics

Code	Title	Credit Hours
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 350	Advanced Calculus	3
MATH 422	Foundations and Philosophy of Mathematics	3
Select two of the following:		6
MATH 404W	Real Analysis	
MATH 414W	Abstract Algebra	
MATH 415	Topology	
MATH	Four MATH electives beyond 240-level	12
CSCI 200	Introduction to Computer Programming	3
PHYS 151	Introduction to University Physics (Calculus-Based)	4
PHYS 152	Introduction to University Physics (Calculus-Based)	4
Total Credit Hours		**50**

Recommended: A minor in another subject, such as astronomy, business, chemistry or philosophy.

The Major for the B.S. in Computer Science

Code	Title	Credit Hours
CSCI 175	Introduction to Computer Science	3
CSCI 200	Introduction to Computer Programming	3
CSCI 201	Data Structures	3
CSCI 250	Databases	3
CSCI 310	Networking	3
CSCI 325	Programming Languages	3
CSCI 320	Operating Systems	3
CSCI 360	Computer Architecture	3
CSCI 405	Artificial Intelligence	3
CSCI 410	Analysis of Algorithms	3
DTSC 220	Introduction to Data Science	3
DTSC 420	Ethical and Philosophical Issues in Computing	3
MATH 160	Calculus I	3
MATH 221	Statistics for Data Analysis	3
MATH 240	Discrete Mathematics	3
Total Credit Hours		**45**

The Major for the B.S. in Data Science

Code	Title	Credit Hours
MATH 160	Calculus I	3
MATH 221	Statistics for Data Analysis	3
CSCI 175	Introduction to Computer Science	3
CSCI 200	Introduction to Computer Programming	3
CSCI 201	Data Structures	3
CSCI 405	Artificial Intelligence	3
DTSC 220	Introduction to Data Science	3
DTSC 250	Statistics Using R	3
DTSC 320	Data Management	3
DTSC 400	Applied Data Science	3
DTSC 420	Ethical and Philosophical Issues in Computing	3
Three additional electives in DTSC, CSCI or MATH		9
Total Credit Hours		**42**

The Minor in Mathematics

Eighteen hours to include

Code	Title	Credit Hours
MATH 160	Calculus I	3
MATH 161	Calculus II	3
MATH 214	Calculus III	3
Select nine credits from the following:		9
MATH 240	Discrete Mathematics	
MATH 244	Linear Algebra	
MATH 300	Differential Equations	
MATH 310	Number Theory	
MATH 315	Probability	
MATH 340	Geometry	
MATH 350	Advanced Calculus	
MATH 380	Chaotic Dynamical Systems	
MATH 415	Topology	
Total Credit Hours		**18**

The Minor in Computer Science

Code	Title	Credit Hours
CSCI 175	Introduction to Computer Science	3
CSCI 200	Introduction to Computer Programming	3
CSCI 201	Data Structures	3
Select three of the following:		9
CSCI 250	Databases	
CSCI 310	Networking	
CSCI 320	Operating Systems	
CSCI 325	Programming Languages	
CSCI 360	Computer Architecture	
CSCI 405	Artificial Intelligence	
CSCI 410	Analysis of Algorithms	
MATH 240	Discrete Mathematics	
DTSC 420	Ethical and Philosophical Issues in Computing	
Total Credit Hours		**18**

The Minor in Data Science

Code	Title	Credit Hours
MATH 160	Calculus I	3
CSCI 200	Introduction to Computer Programming	3
DTSC 220	Introduction to Data Science	3
DTSC 250	Statistics Using R	3
DTSC 320	Data Management	3
DTSC 400	Applied Data Science	3
Total Credit Hours		**18**

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 3.5 in these courses (not in overall GPA). If the student's cumulative GPA in the required EU courses falls below a 3.5, they will be placed on program probation for one semester. If the probation semester does not raise the cumulative GPA to the 3.5 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.

Code	Title	Credit Hours
Required Eastern University Courses		
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 335	Scientific Computing	3
MATH 350	Advanced Calculus	3
MATH 422	Foundations and Philosophy of Mathematics	3
CSCI 175	Introduction to Computer Science	3
Two 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 Laboratory I	1
CHEM 124W	General Chemistry Laboratory II	1
PHYS 151	Introduction to University Physics (Calculus-Based)	4
PHYS 152	Introduction to University Physics (Calculus-Based)	4
Total Credit Hours		**61**

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 from the Pre-Engineering Advisor in Eastern's Mathematics Department.

Engineering Tracks

Required prerequisite undergraduate credits from Villanova University

Code	Title	Credit Hours
Tracks		
Biochemical Engineering		18
Chemical Engineering		18
Cybersecurity		11
Electrical Engineering		20
Mechanical Engineering (Thermal Fluids Track)		9

Mechanical Engineering (Mechanics of Materials Track)	12
Mechanical Engineering (Dynamics/Controls Track)	15
Sustainable Engineering (Water Shed or Environmental Tracks)	15
Water Resources and Environmental Engineering	11
MS in Chemical Engineering (Undergraduate required)	18
MS in Biochemical Engineering (Undergraduate required)	18

Missiology

Missiology is the study of the mission of God through the Church to reconcile all of creation, including humanity, to the Creator through the proclaiming of the Gospel of Jesus Christ. Here are programs that include missiology:

1. The Minor in Missiology (https://www.eastern.edu/academics/undergraduate-programs/minor-missiology/)

2. The Major in Anthropology (with Missiology courses) (https://www.eastern.edu/academics/undergraduate-programs/ba-anthropology/)

Music

Audition Required.

The Major for the B.A. in Music

Core courses required for all concentrations:

Code	Title	Credit Hours
Core Coursework		
MUSI 101	Music Skills (may be exempt by examination)	3
MUSI 104	Music Theory I	3
MUSI 203	Music Theory II	3
MUSI 204	Music Theory III [1]	3
MUSI 304	Music Theory IV	3
MUSI 104L	Aural Skills I	1
MUSI 203L	Aural Skills II	1
MUSI 204L	Aural Skills III [1]	1
MUSI 304L	Aural Skills IV	1
MUSI 302	Composition, Orchestration and Arranging	3
MUSI 305	Music History I [1]	3
MUSI 306W	Music History II	3
MUSI 405	Music History III	3
MUSI 381	Instrumental Conducting and Procedures	2
MUSI 382	Choral Conducting and Procedures	2
MUSI 105	Piano Class I (may be exempt by examination)	1
MUSI 106	Piano Class II (may be exempt by examination)	1
MUSI 125	Voice Class I (may be exempt by examination)	1
MUSI 126	Voice Class II (may be exempt by examination)	1
MUSI 438	Music Career Management (Music Education students are exempt)	2
Ensemble		6
MUSI 440	Senior Recital	0
MUSI 999	Music Recital and Repertory	0
Total Credit Hours		**47**

[1] *Not required for Contemporary concentration*

The Minor in Music

Code	Title	Credit Hours
MUSI 104	Music Theory I	3
MUSI 203	Music Theory II	3
FAPA 110	Introduction to Music	3
Select one of the following: [1]		4
MUSI 165 & MUSI 166	Vocal Ensemble and Choral Ensemble	
MUSI 191 & MUSI 192	Instrumental Ensemble and Instrumental Ensemble	
MUSI 195 & MUSI 196	Private Lessons and Private Lessons [1]	4
3 credits of electives from any MUSI course [2]		3
Total Credit Hours		**20**

[1] 2 years of continuous study preferred
[2] MUSI 101 Music Skills may satisfy as an elective

General Concentration

Code	Title	Credit Hours
Applied Major (Private lessons in student's performing medium)		8
Music Electives		6
Total Credit Hours		**14**

Note: Voice majors must take Vocal Diction: Italian, Latin and English, German, and French to satisfy four credits of music electives.

Professional Concentrations

Composition/Electronic Music Concentration

Code	Title	Credit Hours
MUSI 145	Electronic Music	2
MUSI 223	Composition I	2
MUSI 224	Composition II	2
MUSI 323	Composition III	2
MUSI 324	Composition IV	2
MUSI 423	Composition V	2
MUSI 424	Composition VI	2
MUSI 434	Writing for Instruments	3
MUSI 438	Music Career Management	2
MUSI 495	Internship	3-12
Total Credit Hours		**22-31**

Contemporary Music Concentration

Code	Title	Credit Hours
MUSI 137	Vocal Diction: English	1
MUSI 145	Electronic Music	2

MUSI 195 & MUSI 196	Private Lessons and Private Lessons	2-6
MUSI 353	Music Production Technology I	3
MUSI 354	American Popular Music Since WWII	3
Semester Away: Contemporary Music Center in Nashville		15
MUSI 340	Junior Recital (recommended)	0
Total Credit Hours		**26-30**

Note: The internship is limited and requires an application prior to acceptance.

Music Education Concentration

Code	Title	Credit Hours
Applied Major (Private lessons in student's performing medium)		14
MUSI 173	String Instrument Methods	2
MUSI 273	Woodwind Instruments Methods I (single Reeds)	1
MUSI 333 & MUSI 334	Elementary Music Methods and Materials and Secondary Music Methods and Materials	6
MUSI 371	Brass Instrument Methods	2
MUSI 381	Instrumental Conducting and Procedures	2
MUSI 382	Choral Conducting and Procedures	2
MUSI 473	Percussion Instrument Methods	2
Total Credit Hours		**31**

Professionally Related Courses

Code	Title	Credit Hours
EDUC 201	Introduction: Special Education	3
EDUC 200	Foundations of Education	3
EDUC 202	Assessment and Evaluation	3
EDUC 204W	Inclusive Education	3
EDUC 234	Child and Adolescent Development	3
EDUC 211	Educational Psychology	3
EDUC 403	Reading and Writing Across Content Areas	3
EDUC 408	Education Seminar With Field Experience	3
EDUC 410	Student Teaching	12
EDUC 412	Teaching English As a Second Language	3
EDUC 420	Seminar in Student Teaching	3
Total Credit Hours		**42**

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.)

Code	Title	Credit Hours
Applied Major (Private lessons in student's performing medium) [1]		22
MUSI 340	Junior Recital	0
MUSI 157 & MUSI 158	Chamber Music and Chamber Music	2
MUSI 437	Pedagogy and Literature	2
Total Credit Hours		**26**

[1] Voice majors take MUSI 137 Vocal Diction: English, MUSI 138 Vocal Diction: Latin and Italian, MUSI 237 Vocal Diction: German, MUSI 238 Vocal Diction: French plus 18 credits of voice lessons

Worship Arts Concentration

Code	Title	Credit Hours
Applied Major (Private lessons in student's performing medium)		16
Applied Minor (Private lessons in student's secondary performing medium)		4
MUSI 130D	Chapel Worship Teams	1
MUSI 341	Resources for Worship	2
MUSI 352	The Philosophy and Administration of Worship Arts	2
MUSI 411	The History and Practice of Christian Worship	2
MUSI 413	Leadership and Discipleship	2
MUSI 434	Writing for Instruments	3
MUSI 441 & MUSI 442	Worship Arts Internship I and Worship Arts Internship II	2
Total Credit Hours		**34**

Professionally Related Courses

Code	Title	Credit Hours
THEO 110	Christian Spirituality	3
THEO 240	Introduction to Christian Theology	3
Total Credit Hours		**6**

Recommended courses for Worship Arts concentration:

Code	Title	Credit Hours
MUSI 395	Worship Arts Field Experience	3
PSYC 206 or PSYC 240	Adolescent Psychology Basic Counseling Skills	3

Nursing

Mission Statement

The School 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 Bachelor of Science in Nursing program (BSN) is accredited by the Commission on Collegiate Nursing Education (CCNE), and is fully approved by the Pennsylvania State Board of Nursing.

In addition to the plan of study presented below, nursing students must complete the general education requirements of the College of Arts and Sciences..

Admission to the Nursing Major

For traditional students seeking a Bachelor's Degree in Nursing (BSN), admission to the nursing major is a two-step process. First, Admissions will make an immediate offer to any student who meets the criteria for admission to Pre-Nursing including:

1. SAT > 1060 (combined) and/or ACT > 21 (composite)
2. High School GPA > 3.0 (cumulative)
3. Required High School Courses (B minus or higher):
    a. Chemistry
    b. Biology
    c. Algebra II

Students who do not qualify for an immediate offer to Pre-nursing will be reviewed by the School of Nursing Admissions Committee to determine if an offer or contingent offer will be made to the applicant. The School of Nursing Admissions Committee will request additional documentation including letters of recommendations and an essay. Students will receive a letter informing them of the School of Nursing Admissions Committee decision shortly after a decision has been made.

Progression from Pre-Nursing to Nursing Major

Students are considered pre-nursing majors for their first two years. All students who meet the stated academic criteria will transition into the nursing major after completion of the nursing prerequisites.

Students must achieve an overall cumulative 3.0 GPA and achieve a cumulative 2.75 GPA in prerequisite science courses with no grade below a C+. Courses include:

Code	Title	Credit Hours
CHEM 118	Chemistry for Healthcare	4
BIOL 216	Introduction to Microbiology	4
BIOL 233	Human Physiology & Anatomy I	4
BIOL 234	Human Physiology & Anatomy II	4

Additionally, students must earn a minimum of a B- or better in the in MATH 140 College Algebra or prerequisite math course.

Students must achieve no grade below a C+ in the following prerequisite courses:

Code	Title	Credit Hours
MATH 220	Elementary Statistics	3
OR		
Code	**Title**	**Credit Hours**
PSYC 220	Statistics for the Social and Behavioral Sciences	3
AND		
PSYC 100	General Psychology	3
NURS 220	Nutrition for Nurses	3
NURS 250	Academic Nursing Essentials,Nursing Essentials	3
NURS 280	Introduction to Professional Nursing Nursing	3

Students may repeat a maximum of two prerequisites. Only one repeat can be from the Math/Science courses listed above. See BSN Handbook.

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
- Proof of Social Security number
- Basic Life Support for Health Care Providers certification for adult, infant and child and AED
- Comprehensive criminal background check
- Child abuse clearance
- FBI clearance (one time only)
- Current personal health insurance
- Malpractice insurance in effect throughout clinical courses
- PPD within one year and repeated annually; if positive Quantiferon Gold test will be required.
- Influenza vaccine
- Random drug testing
- Tdap vaccine (Tetanus, Diphtheria, Acellular Pertussis)
- COVID-19 vaccine series
- MMR immunization and proof of immunity through antibody titers
- Varicella vaccine and proof of immunity through antibody titers
- Hepatitis B series and proof of immunity through antibody titers

It is the student's responsibility to keep all documents in a safe place and know when they need renewal.

The Associate Dean of the School 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 School 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 School with appropriate documentation.

Progression Policy Within the Nursing Major

Students in the nursing major will not progress in the nursing program if they receive a grade of less than a 77 (C+) in any nursing course. Students must earn a passing grade average on all exams and quizzes of 77% or greater to pass the course regardless of grades earned on other assignments. Students who do not achieve a 77% for the exam quiz average AND a 77% for their final calculated grade will not pass the course. The documented grade will be the lower of the two scores. Grades are not rounded. Students must also maintain competency in mandatory math assessments each semester.

For courses with a clinical component, the clinical practicum is graded either Satisfactory or Unsatisfactory. The student must earn a grade of 77% or higher in the theoretical component of the course as well as achieving a satisfactory grade in the clinical practicum. A student who earns an Unsatisfactory clinical grade will be awarded a grade of "F" in the course, and may not progress in the program until he or she retakes the entire course and earns a grade of 77% (C+) or better in the theoretical component and a satisfactory in the clinical practicum.

For courses with a lab component (NURS 340 and NURS 350), the laboratory skills tests must be passed in order to pass the course regardless of the final course grade. Failure on the skills test requires skills test remediation as per the Skills Lab Testing Remediation Policy and the student must successfully pass on the retake, or the student fails the course. **Students may only repeat any laboratory skills test once.**

Program Dismissal for Academic Reasons

A student may only withdraw from one nursing course throughout the entire nursing program. In addition, a student may repeat any nursing course once and may not register for the same course more than twice. A student may only fail one nursing course within the entire program. A second failure will result in dismissal from the program. Failure is considered any grade below a 77% (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 School 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 complete all the requirements for the nursing program and for Eastern University

The Major for the Bachelor of Science in Nursing

Required Courses:

For students entering Fall 2020 forward, all others should refer to previous catalogs.

Note: Pre-nursing and Nursing majors have additional program fees and costs.

Course	Title	Credit Hours
First Year		
CHEM 118	Chemistry for Healthcare	4
MATH 140	College Algebra	3
MATH 220	Elementary Statistics	3
INST 150	Introduction to Faith, Reason, and Justice	3
ENGL 102	College Writing	3
BIBL 100 or BIBL 200	Introducing Biblical Literature,Biblical Literature in Contemporary Context or Exploring Biblical Literature	3
COMM 120	Public Speaking	3
PSYC 100	General Psychology	3
THEO 210		3
Elective		3
	Credit Hours	**31**
Sophomore Year		
BIOL 216	Introduction to Microbiology	4
BIOL 233	Human Physiology & Anatomy I	4
BIOL 234	Human Physiology & Anatomy II	4
MATH 220	Elementary Statistics	3
NURS 220	Nutrition for Nurses	3
NURS 250	Academic Nursing Essentials,Nursing Essentials	3
NURS 320	Introduction to Professional Holistic Nursing	3
Electives		9
	Credit Hours	**33**
Junior Year		
NURS 310	Pathophysiology/Pharmacology	4
NURS 340	Fundamentals of Nursing Practice	5
NURS 350	Health Promotion & Education & Physical 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
	Credit Hours	**29**
Senior Year		
NURS 370	Nursing Care of Adults II	5
NURS 402	Leadership in Nursing Practice	3
NURS 403	Holistic Family/Community Nursing Practice	4
NURS 440	Nursing Care of Adults III	5
NURS 450	Pediatric Nursing	4
NURS 460	Nursing Care and Chronic Illness	4
NURS 480	Nursing Capstone: The Art of Nursing	3
NURS 485	Synthesis of Nursing Knowledge	3
	Credit Hours	**31**
	Total Credit Hours	**124**

Philosophy

The Major for the B.A. in Philosophy

Code	Title	Credit Hours
Select one of the following Introductory courses:		3
PHIL 100	Heritage of Inquiry: an Introduction to Philosophy	
PHIL 211	Faith and Philosophy	
Select one of the following Logic courses:		3
PHIL 220	Introduction to Logic	
PHIL 321	Symbolic Logic	
PHIL 260W	Philosophy and Literature	3
PHIL 303	Ancient Philosophy: Origins	3
Select three of the following:		9
PHIL 304	Medieval Philosophy: the Christian Tradition	
PHIL 305	Modern Philosophy: the Quest for Foundation	
PHIL 306	Continental Philosophy: Existentialism And Postmodernism	
PHIL 350	Epistemology and Metaphysics	
Select four Philosophy electives		12
Select 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 Credit Hours		**36**

The Minor in Philosophy

Code	Title	Credit Hours
PHIL 100	Heritage of Inquiry: an Introduction to Philosophy	3
or PHIL 211	Faith and Philosophy	
PHIL 303	Ancient Philosophy: Origins	3
Select one of the following:		3
PHIL 304	Medieval Philosophy: the Christian Tradition	
PHIL 305	Modern Philosophy: the Quest for Foundation	
PHIL 306	Continental Philosophy: Existentialism And Postmodernism	
PHIL 350	Epistemology and Metaphysics	
PHIL 440	Truth and Meaning: Hermeneutics	3
or PHIL 450	The Christian Mind	
Select six additional elective hours in Philosophy		6
Total Credit Hours		**18**

Physics

See Astronomy and Physics

Political Science

See Social Transformation Programs

Psychology

The Major for the B.A. in Psychology

Code	Title	Credit Hours
Required Courses		
PSYC 100	General Psychology	3
PSYC 205	Child Psychology	3
or PSYC 207	Lifespan Development	
PSYC 220	Statistics for the Social and Behavioral Sciences	3
PSYC 225	Biopsychology	3
PSYC 301	Psychopathology	3
PSYC 308	Psychology of Personality	3
PSYC 340W	Research Methods	3
Select one or both of the following:		3
PSYC 443	Senior Thesis	
PSYC 495	Internship	
Elective Courses		
Select five of the following:		15
PSYC 201	Industrial/Organizational Psychology	
PSYC 206	Adolescent Psychology	
PSYC 245	Professional Development and Ethics in Psychology	
PSYC 300	Psychological Testing	
PSYC 304	Social Psychology	
PSYC 315	Applied Behavior Analysis	
PSYC 318	Cognitive Psychology	
PSYC 319	Psychology of the Family	
PSYC 320	Techniques of Individual Counseling	
PSYC 324	Cross-Cultural Psychology	
PSYC 395	Field Experience in Psychology	
Total Credit Hours		**39**

The Minor in Psychology

The minor in Psychology consists of 18 credits of Psychology (PSYC) courses, which must include PSYC 100 General Psychology. PSYC 395 Field Experience in Psychology and PSYC 495 Internship may not be included in the minor.

Social Transformation

The Department of Social Transformation is comprised of Anthropology, Criminal Justice, Missiology, Political Science, and Sociology.

Please see the Major and Minor tabs to the right to explore these programs.

The Major for the B.A. in Anthropology

Anthropology is the comparative study of people and cultures around the world. The purpose of the BA in Anthropology at Eastern University is to give cross-cultural understanding and competence to students who desire to contribute to Christ's Kingdom at home and abroad.

Students will be prepared for work in international agencies, social services, church ministry, and other places where understanding cultural differences is needed. They will also be fully equipped for graduate

school in anthropology if they choose to continue in the field. The program provides a faith-integrated approach to holistic, sensitive, and grassroots transformation of people and their cultures.

Code	Title	Credit Hours
ANTH 101	Introduction to Cultural Anthropology	3
ANTH 102	Archaeology	3
ANTH 103	Biological Anthropology	3
ANTH 201	Cultural Geography	3
ANTH 251W	Ethnography	3
ANTH 320	Language and Culture	3
ANTH 395	Field Experience	3
ANTH 401	Ideas in Anthropology	3
ANTH 420	Contemporary Issues in Christian Anthropology	3
MISS 100	Perspectives in Christian World Mission	3
MISS 310	Christ and Culture	3
Total Credit Hours		**33**

The Major for the B.A. in Criminal Justice

In keeping with Eastern University's mission of faith, reason, and justice, the mission of the Criminal Justice program is to provide students with an education that is grounded in the liberal arts and prepares them for entry-level careers, career advancement, or graduate study. Anchored in the Christian worldview, this program is driven by a restorative justice perspective that emphasizes prevention and restoration, with a commitment to human redemption on the domestic and global levels.

General Education is integrated into the Criminal Justice Major. In addition, students must complete some GE courses outside the major.

Code	Title	Credit Hours
Required Courses		
CRMJ 105	Introduction to Criminal Justice	3
CRMJ 205	Introduction to Policing	3
CRMJ 210	Prosecution and the Courts	3
CRMJ 215	Victimology	3
CRMJ 220	Restorative Justice	3
CRMJ 305	Comparative Criminal Justice Systems	3
CRMJ 310	Correctional Systems	3
CRMJ 315	Criminology	3
SOCI 105	Contemporary Social Problems	3
SOCI/PSYC 220	Social Statistics	3
SOCI/CRMJ 318W	Research Methodology	3
CRMJ 418	Critical Issues in Justice	3
Electives		
Select three of the following:		9
CRMJ 225	Juvenile Justice	
CRMJ 255	Drugs and Society	
CRMJ 345	Domestic Violence	
CRMJ 330	Special Topics	
CRMJ 495	Internship	
SOCI 245	Socialization & Group Relations	
SOCI 273	Social Institutions & Justice	
SOCI 312	Majority/Minority Relations	
SOCI 315	Social Stratification	
SOCI 370	Immigration and Transnationalism	
SOCI 401	Sociological Theory	
POLI 103	American Government	
POLI 200	Comparative Government	
POLI 319	Constitutional Law I	
POLI 342	Constitutional Law II	
POLI 355	Human Rights and International Law	
PSYC 100	General Psychology	
SOCI 340	Urban Sociology	
SOWK 251	Child Welfare	
Total Credit Hours		**45**

The Major for the B.A. in Criminal Justice (Accelerated)

Code	Title	Credit Hours
Required Courses		
CRMJ 105	Introduction to Criminal Justice	3
CRMJ 205	Introduction to Policing	3
CRMJ 210	Prosecution and the Courts	3
CRMJ 215	Victimology	3
CRMJ 220	Restorative Justice	3
CRMJ 305	Comparative Criminal Justice Systems	3
CRMJ 310	Correctional Systems	3
CRMJ 315	Criminology	3
CRMJ 318W	Research Methodology	3
CRMJ 418	Critical Issues in Justice	3
SOCI 105	Contemporary Social Problems	3
SOCI 220	Social Statistics	3
Electives		
Select three of the following:		9
CRMJ 225	Juvenile Justice	
CRMJ 255	Drugs and Society	
CRMJ 345	Domestic Violence	
PSYC 100	General Psychology	
SOWK 110	Human Diversity and Social Interaction	
POLI 270	Justice in a Pluralistic Society	
Total Credit Hours		**45**

The Major for the B.A. in Political Science

Required courses for the Political Science Major:

Code	Title	Credit Hours
POLI 103	American Government	3
POLI 200	Comparative Government	3
POLI 212	International Relations	3
POLI 214W	Political Theory	3
POLI 318	Research in Political Science	3

POLI 415	Faith and Politics	3
POLI electives at any level		9
POLI electives at the 300-level or above (not including internship credits)		12
Total Credit Hours		**39**

The Major for the B.A. in Sociology

Code	Title	Credit Hours
Core Courses		
SOCI 100	Introduction to Sociology	3
SOCI 105	Contemporary Social Problems	3
SOCI 220	Social Statistics	3
SOCI 245	Socialization & Group Relations	3
SOCI 315	Social Stratification	3
SOCI 318W	Research Methodology	3
SOCI 401	Sociological Theory	3
SOCI 418	Senior Seminar	3
SOCI 495	Internship	3
or SOCI 417	Senior Thesis	
Elective Courses		
Select four of the following:		12
SOCI 273	Social Institutions & Justice	
SOCI 305	Collective Behaviors and Social Activism	
SOCI 310	The Family	
SOCI 312	Majority/Minority Relations	
SOCI 340	Urban Sociology	
SOCI 350	Poverty, Oppression and Development in Africa	
SOCI 370	Immigration and Transnationalism	
SOCI 374	Sociology of Religion	
SOCI 375	Social Change and Globalization	
SOCI 409	Community Develpment in Developing Nations	
SOCI 416	Research and Data Analysis	
Total Credit Hours		**39**

ONE of the following external courses may count as an elective:

Code	Title	Credit Hours
CRMJ 220	Restorative Justice	3
CRMJ 305	Comparative Criminal Justice Systems	3
ANTH 251W	Ethnography	3
ANTH 320	Language and Culture	3
POLI 212	International Relations	3
POLI 355	Human Rights and International Law	3
PSYC 304	Social Psychology	3
PSYC 324	Cross-Cultural Psychology	3

Integrated Sociology/Social Work Double Major

Developed specifically for students in sociology and social work, this integrated double major enables social work students to complete the sociology program by taking as few as eight unique sociology courses alongside their regular social work course requirements. Sociology students who opt for the double major also have the number of unique sociology courses in the sociology major reduced from thirteen to eight, as certain selected courses required in social work will be applied to their sociology major. Additional information and specific course requirements can be obtained from the sociology or social work department.

The Minor in Criminal Justice

Code	Title	Credit Hours
CRMJ 105	Introduction to Criminal Justice	3
SOCI 105	Contemporary Social Problems	3
CRMJ 315	Criminology	3
Select three of the following courses		9
CRMJ 205	Introduction to Policing	
CRMJ 210	Prosecution and the Courts	
CRMJ 215	Victimology	
CRMJ 220	Restorative Justice	
CRMJ 305	Comparative Criminal Justice Systems	
CRMJ 310	Correctional Systems	
CRMJ 318W	Research Methodology	
CRMJ 418	Critical Issues in Justice	
SOCI 220	Social Statistics	
Total Credit Hours		**18**

The Minor in Anthropology

Twenty-one credits to include

Code	Title	Credit Hours
ANTH 101	Introduction to Cultural Anthropology	3
ANTH 251W	Ethnography	3
ANTH 401	Ideas in Anthropology	3
Four MISS/ANTH electives		12
Total Credit Hours		**21**

The Minor in Missiology

Twenty-one credits to include

Code	Title	Credit Hours
MISS 100	Perspectives in Christian World Mission	3
MISS 310	Christ and Culture	3
MISS 401	Ideas in Missiology	3
Four MISS/ANTH elective courses		12
Total Credit Hours		**21**

The Minor in Political Science

Code	Title	Credit Hours
POLI 103	American Government	3
Select one of the following:		3
POLI 200	Comparative Government	
POLI 212	International Relations	

Twelve hours of Political Science electives [1]	12
Total Credit Hours	**18**

[1] May include BIOL 420 Environmental Regulations and Policy

The Minor in Pre-Law

Eighteen hours, including

Code	Title	Credit Hours
PHIL 220	Introduction to Logic	3
POLI 319	Constitutional Law I	3
POLI 342	Constitutional Law II	3
POLI 214W	Political Theory	3
Select one of the following:		3
PHIL 311	Ethics and Justice	
POLI 380	American Political Thought	
Select one of the following:		3
MATH 220	Elementary Statistics	
POLI 318	Research in Political Science	
Total Credit Hours		**18**

The Minor in Public Policy

Eighteen hours, including

Code	Title	Credit Hours
POLI 240	Public Policy	3
POLI 250	Ethics and Public Policy	3
POLI 315	Public Administration	3
Select three of the following:		9
BIOL 420	Environmental Regulations and Policy	
ECON 305	Economic Policy Issues	
POLI 104	State and Local Government	
POLI 317	Urban Politics	
POLI 318	Research in Political Science	
POLI 350	American Foreign Policy	
SOWK 205W	Human Need and Social Response	
Total Credit Hours		**18**

The Minor in Sociology

Eighteen hours, including

Code	Title	Credit Hours
SOCI 100	Introduction to Sociology	3
SOCI 105	Contemporary Social Problems	3
SOCI 245	Socialization & Group Relations	3
Three additional SOCI courses		9
Total Credit Hours		**18**

Social Work

Mission, Goals, and Competencies of the Bachelor of Social Work (BSW) Program

The mission of the BSW Program is:

Rooted in Christian values, the BSW program equips students with the knowledge and skills to serve vulnerable populations with compassion and mercy while upholding integrity and cultural humility. Committed to justice and belonging, we prepare graduates to advocate, promote human dignity, and foster community well-being. Guided by faith and service, our program integrates evidence and strengths-based practices to advance the core values of social work in an interconnected world.

The goals of the BSW Program are:

1. To prepare students for beginning professional social work practice with diverse individuals, families, groups, organizations, and communities.
2. To educate students about the values and ethics of the profession and to ethically integrate a Christian perspective embodying empathy, justice, and the dignity and worth of each person.
3. To educate students to use critical analysis and scientific inquiry to develop a social work knowledge base and skills.
4. To prepare students to pursue lifelong learning, education, and a life of service.

The Educational Policy and Accreditation Standards (EPAS 2022) of the Council on Social Work Education guide the content of the Bachelor of Social Work Program at Eastern University. Graduates of the BSW Program will have acquired the following core competencies:

1. Demonstrate ethical and professional behavior;
2. Advance human rights and social, racial, economic, and environmental justice;
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice;
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 (BSW) Program. Students who are interested in the major should indicate their intent upon entering the university and connect early with a social work faculty member to discuss their vocational goals and plan their coursework accordingly. Declaring the major as early as possible is strongly encouraged.

Admission requires application to the BSW program. Application typically occurs in the spring semester of the sophomore year and must be completed no later than the fall of the junior year. As part of the admission process, students engage in self-assessment and are also evaluated by the social work faculty. To help clarify their interest in social work and prepare

for practicum, students are encouraged to gain experience through paid or volunteer work in social service settings during their first and second years.

Practicum

A central feature of BSW education at Eastern is 12-credit hours of practicum in a social service agency or host setting supervised by a social work professional. Students enrolled in the BSW Program gain practical experience by interning in agencies 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 (BSW) 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 (MSW) degree program, to graduates of CSWE accredited baccalaureate social work programs and who maintain a "B" average.

Location

The BSW program is a campus-based program with courses held during the day on the main campus of Eastern University in St. Davids, PA. Some of the prerequisite courses for the BSW are also offered in the CHS AA program at Esperanza College.

The Major for the BSW in Social Work

Code	Title	Credit Hours
Professional Requirements		
SOWK 105	Introduction to Social Work	3
SOWK 110	Human Diversity and Social Interaction	3
SOWK 205W	Human Need and Social Response	3
SOWK 320	Human Behavior in the Social Environment	3
SOWK 340	Social Work in Organizations	3
SOWK 360	Social Work Practice I	3
SOWK 370	Social Work Practicum I	4
SOWK 440	Social Welfare Policy II	3
SOWK 461 & SOWK 462	Social Work Practice II and Social Work Practice II	6
SOWK 471 & SOWK 472	Social Work Practicum II and Social Work Practicum II	8
SOWK 481	Social Work Research	3
Professionally Related Requirements		
ANTH 101	Introduction to Cultural Anthropology	3
BIOL 104	Human Biology	4
POLI 104	State and Local Government	3
PSYC 100	General Psychology	3
SOCI 100	Introduction to Sociology	3
Recommended Coursework		
ECON 200	Personal Stewardship	3
ECON 220	Faith and Economic Justice	3
Total Credit Hours		**64**

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.

Code	Title	Credit Hours
SOWK 105	Introduction to Social Work	3
SOWK 110	Human Diversity and Social Interaction	3
SOWK 205W	Human Need and Social Response	3
Select a minimum of three Elective courses from the following:		9
SOWK 230	Special Topics	
SOWK 230J	Special Topic: Disaster and Crisis Response in Social Work Practice	
SOWK 251	Child Welfare	
SOWK 253	Social Work With Families	
SOWK 254	Services to the Aging	
SOWK 256	Health and Social Welfare	
SOWK 258	Women's Issues and Services	
SOWK 261	International Social Work	
SOWK 262	Addictions and Social Welfare	
SOWK 263	Mental Health and Social Welfare	
SOWK 264	Grief, Loss and Social Welfare	
SOWK 265	Social Work With Groups	
SOWK 267	Trauma and Resilience in Social Work	
Total Credit Hours		**18**

Sociology

See Social Transformation Programs

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 Intermediate Spanish I, SPAN 202 Intermediate Spanish II level.

Code	Title	Credit Hours
SPAN 301	Conversation & Composition	3
SPAN 302W	Critical Thought, Conversation & Writing	3
SPAN 310	Spanish Phonetics & Phonology	3
SPAN 401	Spain From Fragmentation-Unified Mosaic	3
SPAN 402	Latin America's Unbridled Reality	3
SPAN 403	Early Spanish Literature	3
SPAN 404	Modern Spanish Literature	3

SPAN 408	Advanced Spanish Syntax and Hispanic Life and Worldview	3
SPAN 409	Colonial & 19th Century Latin American Identity	3
SPAN 410	Modern Spanish-American Literature	3
Total Credit Hours		**30**

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.

Code	Title	Credit Hours
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 301	Conversation & Composition	3
SPAN 302W	Critical Thought, Conversation & Writing	3
SPAN 402	Latin America's Unbridled Reality	3
SPAN 409 or SPAN 410	Colonial & 19th Century Latin American Identity Modern Spanish-American Literature	3
Total Credit Hours		**18**

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 Elementary Spanish I–SPAN 102 Elementary Spanish II and SPAN 201 Intermediate Spanish I, SPAN 202 Intermediate Spanish II. Courses taught in English will not count towards a major or minor in Spanish.

Theatre

The Major for the B.A. in Theatre

Code	Title	Credit Hours
Major Courses (Required of all Concentrations)		
THEA 104	Introduction to Theatre	3
THEA 120	Introduction to Acting	3
THEA 150	Theatre Practicum (Theatre majors must register for this course every semester)	1-2
THEA 151	Basic Stagecraft and Design	3
THEA 255	Script Analysis	3
THEA 308	Introduction to Directing	3
THEA 350	History of Theatre/Drama I: Ancient to Renaissance	3
THEA 351	History of Theatre/Drama II:Restoration To Contemporary	3
THEA 420	Advanced Scene Study	3
THEA 460	Senior Seminar	1
THEA 465	Senior Capstone Showcase	2
+ Choose a Performance, Directing, or Musical Theatre Concentration		14-19
Total Credit Hours		**42-48**

The Minor in Theatre

Code	Title	Credit Hours
Required Courses		
THEA 104	Introduction to Theatre	3
THEA 120	Introduction to Acting	3
THEA 150	Theatre Practicum	1-2
THEA 151	Basic Stagecraft and Design	3
+ 8 additional THEA elective credits		8
Total Credit Hours		**18-19**

Performance Concentration

Code	Title	Credit Hours
THEA 205	Combat for the Actor	3
THEA 220	Movement for the Actor	3
THEA 318	Advanced Acting/Directing	3
THEA 322	Voice and the Performer	3
+ Choose one 2-credit dance (DANC) course		2

Performance Concentration Credits: 14

Directing Concentration

Code	Title	Credit Hours
THEA 275	Playwriting and Devised Theatre	3
ENGL 312	Shakespeare	3
THEA 318	Advanced Acting/Directing	3
THEA 395	Field Experience	1
THEA 400	Directed Study	3
+ Choose 3 additional credits from the following: THEA 205 Combat for the Actor, THEA 130 or THEA 330 Special Topic, THEA 340 Introduction to Musical Theatre, THEA 495 Internship		3

Directing Concentration Credits: 16

Musical Theatre Concentration

Code	Title	Credit Hours
THEA 260	Acting Through Song	3
THEA 340	Musical Theatre Repertoire	3
MUSI 101	Music Skills	3
MUSI 104	Music Theory I	3
MUSI 104L	Aural Skills I	1
MUSI 195	Private Lessons	1

MUSI 196	Private Lessons	1
+ Choose 2 or more dance (DANC) courses		4

Musical Theatre Concentration Credits: 19

Biblical and Theological Studies

The Department of Theology offers a major in Theological Studies and a major in Biblical Studies. The Biblical Studies major can be completed with or without a concentration in biblical languages. The department also offers three minors: Biblical Studies, Theology and Ethics, and Christian Thought. These majors and minors are ideal for students with interest in a deeper understanding Christianity and the integration of faith and reason.

Because each major requires only thirty-six hours of coursework and many of our courses overlap with Eastern's core requirements, it is easy for students to double major. A double major in Biblical and Theological Studies requires only fifty-seven hours of coursework.

Courses for Biblical and Theological Studies are grouped under four categories:

1. Foundational courses provide students with a gateway into the rich world of biblical, theological, and ethical reflection on the Christian tradition.
2. Canonical/Systematic courses consider critical texts, categories, and practices that form the infrastructure of the Christian tradition, and thus its unique identity, boundaries, and dynamics.
3. Elective courses consider the import of the Christian tradition as it is brought into conversation with varied cultural contexts, social and ethical issues, and vocational pursuits.
4. Culminating Senior Experience courses are an opportunity for majors at the end of their course of study to reflect critically upon what they have learned, anticipate future challenges, and communally assess their competencies in the discipline.

To major in Biblical Studies or Theology one must complete all Bible and Theology courses with a grade of C or higher. The minors have no such requirement and can be pursued by anyone with interest.

The Major for the B.A. in Biblical Studies

Code	Title	Credit Hours
Foundational Courses		
BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
or BIBL 200	Exploring Biblical Literature	
BIBL 201	Biblical Interpretation	3
BIBL 202W	Research Methods	3
THEO 110	Christian Spirituality	3
THEO 240	Introduction to Christian Theology	3
Canonical Courses		
Select four of the following:		12
BIBL 310	The Torah	
BIBL 320	The Prophets	
BIBL 350	Wisdom and Poetry	
BIBL 360	Jesus and the Gospels	
BIBL 370	Paul: His Life and Letters	
BIBL 390	Apocalyptic Literature	
Elective Courses		
Select two of the following:		6
BIBL 325	Women in Scripture and Tradition	
BIBL 355	Film and the Bible	
BIBL 365	Sex, Violence, and the Bible	
BIBL 375	The Marginalized and the Bible	
BIBL 385	The Sermon on the Mount	
Culminating Senior Experience		
BIBL 440	Senior Seminar	3
Optional Language Track Courses		
Majors will take one of the following sequences:		
GREE 101 & GREE 102	Biblical Greek I and Biblical Greek II	
HEBR 101 & HEBR 102	Biblical Hebrew I and Biblical Hebrew II	
Total Credit Hours		**36**

The Major for the B.A. in Theological Studies

Code	Title	Credit Hours
Foundational Courses		
BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
or BIBL 200	Exploring Biblical Literature	
BIBL 201	Biblical Interpretation	3
BIBL 202W	Research Methods	3
THEO 110	Christian Spirituality	3
THEO 240	Introduction to Christian Theology	3
Systematic Courses		
THEO 305	Theology in Historical Context	3
THEO 310	The Triune God	3
THEO 340	On Being Human	3
THEO 350	The Son and Salvation	3
Elective Courses		
Select two of the following:		6
THEO 207	Christian Ethics	
THEO 315	Theological Foundations of World Religions	
THEO 329	C.S. Lewis	
THEO 337	Theology of Culture	
THEO 351	Modern Theology,Contemporary Theology: Issues and Traditions	
PHIL 304	Medieval Philosophy: the Christian Tradition	
Culminating Senior Experience		
THEO 440	Senior Seminar	3
Total Credit Hours		**36**

The Minor in Biblical Studies

Code	Title	Credit Hours
BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
or BIBL 200	Exploring Biblical Literature	
THEO 110	Christian Spirituality	3
Four additional 200-level or 300-level BIBL courses		12
Total Credit Hours		**18**

The Minor in Theology and Ethics

Code	Title	Credit Hours
THEO 110	Christian Spirituality	3
THEO 207	Christian Ethics	3
THEO 240	Introduction to Christian Theology	3
Two additional 200-level or 300-level THEO courses		6
Select one additional THEO course or one of the following:		3
BIBL 365	Sex, Violence, and the Bible	
BIBL 375	The Marginalized and the Bible	
BIOL 320	Environmental Issues	
BUSA 311	Business Ethics and Leadership	
ECON 220	Faith and Economic Justice	
ENGL 225	Post-Colonial Women's Novels	
PHIL 225	Christian Sexual Ethics	
PHIL 311	Ethics and Justice	
POLI 250	Ethics and Public Policy	
POLI 270	Justice in a Pluralistic Society	
POLI 415	Faith and Politics	
CRMJ 220	Restorative Justice	
SOWK 110	Human Diversity and Social Interaction	
SOCI 273	Social Institutions & Justice	
Total Credit Hours		**18**

The Minor in Christian Thought

Code	Title	Credit Hours
BIBL 100	Introducing Biblical Literature,Biblical Literature in Contemporary Context	3
or BIBL 200	Exploring Biblical Literature	
THEO 110	Christian Spirituality	3
THEO 240	Introduction to Christian Theology	3
Three additional 200 or 300-level electives in BIBL or THEO		9
Total Credit Hours		**18**

Business Programs

Business Programs

Grounded in faith, reason, and justice, undergraduate programs in the College of Business and Leadership prepare students to serve as transformational change agents in business and beyond. Through the integration of a quality liberal arts education with a professional business education, business majors will learn how to ask questions and to search for answers.

The College of Business and Leadership 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 bring a Christ-centered approach to managing people, products, and profit to the global marketplace.

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.

The following programs are offered at the St. Davids campus. For fully online programs, please see Online Business Programs (p. 142).

The Major for the B.S. in Accounting

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 Bachelor of Science in Accounting 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.

Code	Title	Credit Hours
ACCT 207 & ACCT 208	Principles of Accounting I and Principles of Accounting II	6
ACCT 361 & ACCT 362	Intermediate Financial Accounting I and Intermediate Financial Accounting II	6
ACCT 381	Audit Theory and Philosophy	3
ACCT 420	Advanced Accounting	3
ACCT 421	Concepts in Federal Taxation	3
ACCT 424	Cost Accounting	3
ACCT 470	Accounting Information Systems and Data Analytics	3
BUSA 101	Introduction to Business	3
BUSA 150	Excel for Business Applications	3
BUSA 221	Business Statistics	3
BUSA 250W	Global Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 480	Business Strategy and Policy	3
ECON 203	Macroeconomics	3
ECON 204	Microeconomics	3
FINA 360	Corporate Finance Fundamentals	3
FINA 460	Advanced Corporate Financial Management	3
MKTG 202	Principles of Marketing	3
Total Credit Hours		**63**

Recommended course:

ACCT 495 Internship

The Major for the B.S. in Business Administration

Bachelor of Science in Business Administration graduates are equipped with an integrated spectrum of theoretical and practical business knowledge designed to qualify them to assume a responsible position within the world of business. Graduates are prepared to pursue a variety of business administration jobs in corporate settings, retail, and consumer products businesses, or manufacturing firms. Students in our business administration degree programs gain knowledge in the basic business disciplines of accounting, economics, management, finance, marketing, and business law. In addition to these fundamental business and management concepts, graduates also acquire skills in communication, decision-making, problem solving, and leadership from a Christ-centered perspective that encourages them to positively transform their spheres of influence.

The courses in the Business Administration major are also offered in the seven (7) week online B.S. in Business Administration (p. 142).

Code	Title	Credit Hours
ACCT 207	Principles of Accounting I	3
BUSA 101	Introduction to Business	3
BUSA 221	Business Statistics	3
BUSA 270	Management Information Systems	3
BUSA 250W	Global Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 321	Operations Management	3
BUSA 350	Business Law	3
BUSA 480	Business Strategy and Policy	3
ECON 203	Macroeconomics	3
ECON 204	Microeconomics	3
FINA 350	Finance for Managers	3
MKTG 202	Principles of Marketing	3
Total Credit Hours		**39**

The Major for the B.S. in Marketing

Are you innovative, creative and resourceful? Are you a good communicator? Careers in marketing use all these skills and more. The Bachelor of Science 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 that 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.

Code	Title	Credit Hours
ACCT 207 & ACCT 208	Principles of Accounting I and Principles of Accounting II	6
BUSA 101	Introduction to Business	3
BUSA 221	Business Statistics	3
BUSA 250W	Global Business	3
BUSA 311	Business Ethics and Leadership	3
BUSA 350	Business Law	3
BUSA 480	Business Strategy and Policy	3
ECON 203	Macroeconomics	3
ECON 204	Microeconomics	3
FINA 360	Corporate Finance Fundamentals	3
MKTG 202	Principles of Marketing	3
MKTG 302	Marketing Research	3
MKTG 303	Consumer Behavior	3
MKTG 305	Principles of Sales Management	3
MKTG 403	Digital Marketing	3
MKTG 405	Integrated Marketing Communications	3
Total Credit Hours		**51**

The Minor in Accounting

The Accounting minor provides foundational knowledge and skills in the accounting field, equipping students from a range of major fields of study with the analytical tools for business decision-making.

Requirements:

- A grade of "C" (2.0) or better must be earned for each course in this minor for it to be counted.
- No more than two transfer courses may be used to complete this minor. Transfer credits must be taken before matriculation at Eastern.
- Students should check the prerequisites of all classes when selecting electives. It is the responsibility of the student to know prerequisites.

All prospective students should set up an appointment to meet with an advisor from the Undergraduate Business Program in the College of Business and Leadership as soon as possible.

Code	Title	Credit Hours
ACCT 207	Principles of Accounting I	3
ACCT 208	Principles of Accounting II	3
ACCT 361	Intermediate Financial Accounting I	3
ACCT 362	Intermediate Financial Accounting II	3
six (6) additional credits of accounting courses		6
Total Credit Hours		**18**

The Minor in Business Administration

The Business Administration minor is designed to equip students with knowledge of a number of critical functional areas in business while providing flexibility for non-business majors.

Requirements:

- A grade of "C" (2.0) or better must be earned for each course in this minor for it to be counted.
- No more than two transfer courses may be used to complete this minor. Transfer credits must be taken before matriculation at Eastern.
- Students should check the prerequisites of all classes when selecting electives. It is the responsibility of the student to know prerequisites.

- No student majoring in accounting, business administration or marketing is permitted to minor in Business Administration.

All prospective students should set up an appointment to meet with an advisor from the Undergraduate Business Program in the College of Business and Leadership as soon as possible.

Code	Title	Credit Hours
Required Coursework		
BUSA 101	Introduction to Business	3
ECON 203	Macroeconomics	3
ACCT 210	Accounting Fundamentals	3
Select three (3) courses from the following: [1]		9
BUSA 270	Management Information Systems	
BUSA 250W	Global Business	
BUSA 311	Business Ethics and Leadership	
BUSA 321	Operations Management	
BUSA 350	Business Law	
ECON 204	Microeconomics	
FINA 350	Finance for Managers	
MKTG 202	Principles of Marketing	
Total Credit Hours		**18**

[1] Course prerequisites must be met.

The Minor in Leadership Development

The Leadership Development minor is designed to prepare students for purposeful servant leadership. Students will be encouraged to engage in thoughtful faith-based service to address current social problems through innovative solutions. Through a commitment to Christ-centered leadership students will be able to influence and change the world. A minor in Leadership Development is available to any traditional undergraduate student.

Requirements:

- A grade of "C" (2.0) or better must be earned for each course in this minor for it to be counted.
- No more than two transfer courses may be used to complete this minor. Transfer credits must be taken before matriculation at Eastern.
- Students should check the prerequisites of all classes when selecting electives. It is the responsibility of the student to know prerequisites.

Students select any of the following courses to reach the 18 total credits required for the minor.

Code	Title	Credit Hours
Required Coursework		
Select 18 credits from the following:		18
LDEV 200	Introduction to Leadership	
LDEV 230	Leading Social Change	
LDEV 305	Leadership Practicum	
LDEV 335	Entrepreneurial Leadership	
LDEV 400	Leadership Capstone	
LDEV 445	Leadership Strategies for Groups, Teams, And Organizations	
LEAD 440	Strategic Change	
BUSA 141	Interviewing & Strategies	
COMM 203	Group Communication & Leadership	
COMM 240	Rhetoric & Persuasion	
COMM 340		
Total Credit Hours		**18**

The Minor in Marketing

The Marketing minor provides students with a comprehensive understanding of consumer behavior, market research, and strategic brand management, allowing them to effectively create, communicate, and deliver value in diverse markets in a variety of fields.

Requirements:

- A grade of "C" (2.0) or better must be earned for each course in this minor for it to be counted.
- No more than two transfer courses may be used to complete this minor. Transfer credits must be taken before matriculation at Eastern.
- Students should check the prerequisites of all classes when selecting electives. It is the responsibility of the student to know prerequisites.
- All prospective students should set up an appointment to meet with an advisor from the Undergraduate Business Program in the College of Business and Leadership as soon as possible.

Eighteen hours to include:

Code	Title	Credit Hours
BUSA 221	Business Statistics	3
MKTG 202	Principles of Marketing	3
MKTG 302	Marketing Research	3
MKTG 303	Consumer Behavior	3
MKTG 305	Principles of Sales Management	3
MKTG 403	Digital Marketing	3
or MKTG 405	Integrated Marketing Communications	
Total Credit Hours		**18**

All course prerequisites must be met.

Business Administration Concentrations

In addition to the core knowledge and skills gained through the Business Administration major, students have the opportunity to choose from a list of business concentrations which allow them to tailor their academic experience to their professional aspirations. ***Note:*** Students are not required to take a concentration, can take multiple concentrations, or can take courses from concentrations without completing the full concentration.

The Concentration in Financial Services

The 15-credit Financial Services concentration prepares students for entry-level positions in the financial services industry, including banking, insurance, and investments. Students will develop communication, leadership, teamwork, and analytical and critical-thinking skills essential for success in today's financial environments. A concentration in

Financial Services is available only to traditional undergraduate Business Administration majors.

Code	Title	Credit Hours
Required Coursework		
FINA 250	Financial Institutions and Markets	3
FINA 340	Financial Industry Essentials	3
FINA 430	Investment Management	3
FINA 470	Advanced Investment Management Topics	3
Total Credit Hours		**12**

The Concentration in Leadership Development

The Leadership Development concentration is designed to prepare students for purposeful servant leadership. Students will be encouraged to engage in thoughtful faith-based service to address current social problems through innovative solutions. Through a commitment to Christ-centered leadership students will be able to influence and change the world. A concentration in Leadership Development is available only to traditional undergraduate Business Administration majors.

Students select any of the following courses to reach the 12 total credits required for the Concentration:

Code	Title	Credit Hours
Required Coursework		
Select 12 credits from the following:		12
LDEV 200	Introduction to Leadership	
LDEV 230	Leading Social Change	
LDEV 305	Leadership Practicum	
LDEV 335	Entrepreneurial Leadership	
LDEV 400	Leadership Capstone	
LDEV 445	Leadership Strategies for Groups, Teams, And Organizations	
LEAD 440	Strategic Change	
BUSA 141	Interviewing & Strategies	
COMM 203	Group Communication & Leadership	
COMM 240	Rhetoric & Persuasion	
COMM 340		
Total Credit Hours		**12**

Ministry Leadership

The Ministry Leadership Department offers BA programs both on campus (traditional) and online (Lifeflex). We also have two minors.

Our program prepares students for dynamic ministry and transformative leadership in multiple contexts. Our professors have rich real-world experience and are passionate about coming alongside the next generation of leaders as they discern their call and prepare to serve effectively. At Eastern University, the celebration of ethnic and theological diversity is a pillar of our educational philosophy. It is also a reflection of our belief that ministry is done best when we know how to respectfully engage with people who see the world differently.

The Major for the B.A. in Ministry Leadership

Code	Title	Credit Hours
MINL 101	Culture, Ministry, and the Gospel	3
MINL 201	Introduction to Next Gen Ministry	3
MINL 212	Ministry Program Skills	3
MINL 395	Ministry Field Experience	3
MINL 305W	Leadership and Administration	3
MINL 310	Innovation in Ministry	3
MINL 495	Ministry Internship	3
MINL 404	Senior Seminar	3
THEO 240	Introduction to Christian Theology (or THEO 140)	3
Ministry Elective: MINL 203, MINL 303, MINL 255, or MINL 430		3
Bible/Theology Elective: Any BIBL course 201 or higher, or any 300 or 400 level THEO course		3
Psych/Development Elective: PSYC 205, PSYC 206, PSYC 207, PSYC 320, or EDUC 234		3
Total Credit Hours		**36**

The Minor in Ministry Leadership

Code	Title	Credit Hours
MINL 101	Culture, Ministry, and the Gospel	3
MINL 201	Introduction to Next Gen Ministry	3
12 Credits of any other MINL Courses. (Note: limit of 3 credits from 395 or 495, and limit of 3 credits from 208)		12
Total Credit Hours		**18**

The Minor in Next Gen Ministry

Code	Title	Credit Hours
MINL 101	Culture, Ministry, and the Gospel	3
MINL 201	Introduction to Next Gen Ministry	3
MINL 212	Ministry Program Skills	3
MINL 305W	Leadership and Administration	3
MINL 395	Ministry Field Experience	3
Ministry Elective: MINL 203, MINL 303, MINL 255, or MINL 430 - Or MINL 310		3
Total Credit Hours		**18**

Student Life

- Campus Community (p. 178)
- Location and Facilities (p. 182)
- Student Accounts and Financial Aid (https://catalog.eastern.edu/undergraduate/student-life/finaidsa/)

Campus Community

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

As an intentional Christian community, students, faculty and staff gather for voluntary chapel each Wednesday afternoon. Moreover, many students throughout the week lead informal times of worship in various locations with various foci. 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 while serving others. Service learning is required of all first-year and transfer students. It is also encouraged in other courses and programs. Eastern University also has active student ministry organizations, such as the Y.A.C.H.T. club (Youth Against Complacency and Homelessness Today), Prison Ministry, and many others, all designed to increase and enhance students' connection and commitments to their wider world, justice issues, and their own spiritual formation. Domestic and international missions opportunities, during breaks and in summer, stretch students to serve God outside the immediate area. Rural and urban settings for ministry and service contribute to students' engagement with God's movement in the world in challenging and innovative ways.

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

Outreach groups, including Turning Point, a student ensemble, share God's abiding truth and love through vocal music. The Angels of Harmony, a Gospel music choir, present students with opportunities for sharing their talents beyond campus.

Windows on the World

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; and to articulate reasons why Christians should serve the common good, all to the greater glory of God.

Fall Convocation

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 and dedicate 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

The University provides housing options in the form of traditional residence halls, suites, and apartments. Each hall has a Residence Director or Graduate Residence Director, Resident Assistants, and Student Chaplains, who work together to manage the facility and act as resource people and counselors for 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 support to assist in problem-solving and conflict resolution.

Academic Resource Center

The Academic Resource Center (ARC) offers tutoring, writing assistance, testing, EQUIP, and the Act 101 Program.

At the Tutoring Center, a staff of supervised peer tutors assists currently enrolled traditional undergraduate students with coursework, study skills, test preparation, and time management. NetTutor is provided for online and graduate students.

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.

The Disability Accommodations Testing Center provides a proctored, distraction-reduced environment for students with testing accommodations. This ensures that students with identified disabilities can take their exams in a setting tailored to their needs.

Academic Coaching helps students achieve their academic goals and enhance their overall college experience. It involves one-on-one sessions with a trained academic coach who provides guidance, support, and strategies tailored to the student's individual needs.

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 Department.)

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.

Cushing Center for Counseling and Psychological Services

The Cushing Center for Counseling and Psychological Services (CAPS) offers in-person counseling and teletherapy (options available depend on the student's enrollment status) to support students' emotional wellness and academic success. Services are contingent on availability and the appropriateness of the student's needs for our services. Services are offered at no extra charge to currently enrolled students.

Office of Disability and Access

Students with documented learning or physical disabilities that interfere with academic performance or daily routines can apply for modifications in how academic work is presented and tested, or for physical supports needed for daily living. All involved departments on campus then work

together to provide reasonable accommodations for eligible students. Interested students should contact the Office of Disability and Access (ODA) as early as possible for further information and guidance about specific policies and procedures.

The Center for Career Development

Career planning and coaching assistance is available for all students. The Center for Career Development engages students as they explore their God-given talents, discern career and vocational goals, and seek internship and employment opportunities that will allow them to serve and thrive. Services include career counseling, professional development workshops and networking events, resume and cover letter critiques, and access to online resources, including our internship/job board, Handshake.

The College Success Program for Students Living with Autism Spectrum Disorder

The College Success Program (CSP) offers specialized support to students with autism spectrum disorder to support their academic success, emotional wellness, and participation in the life of the university. The CSP is open to students in traditional undergraduate programs and involves an application and a fee. The program is offered through the Cushing Center for Counseling and Psychological Services (CAPS).

Leadership Fellows Program

The Leadership Fellows Program (LFP) is for selected students with demonstrated leadership ability and is designed to advance and support students' understanding and demonstration of servant leadership within the Eastern community and global community at large. The program aims to prepare students for purposeful cultural integration as productive innovators and leaders; encouraging them to address current social problems through thoughtful faith-based service and influence the world through a commitment to Christian leadership and behavioral integrity.

Wilson Goode Scholars Program

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

Student Government (SGA) oversees other clubs and helps finance groups on campus, as well as updating policies and advocating for students.

Student Activities Board

The Student Activities Board (SAB) is a club on campus that plans weekend activities for students.

Student Publications

The Waltonian, the student newspaper, is staffed by students 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

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

Alpha Kappa Delta is the international sociology honor society that acknowledges and promotes excellence in scholarship in the study of sociology.

Alpha Phi Sigma is the North American criminal justice honor society that acknowledges and promotes excellence in scholarship in the study of criminal justice.

Alpha Psi Omega is the national theatre honor society that acknowledges and promotes excellence in scholarship in the study of theatre.

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

Iota Tau Alpha is a national honor society in athletic training.

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

Lambda Pi Eta is an national honor society for communication students.

NHDSA is an national honor society for dance arts students.

Phi Alpha Theta is an national society for history students.

Phi Sigma Iota is an international society for foreign language students.

Phi Sigma Alpha is an national society for political science students.

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

Sigma Delta Pi is a national hispanic honor society.

Sigma Theta Tau International is an international honor society for students majoring in nursing.

Sigma Zeta is a national honor society of the natural sciences and mathematics.

Theta Alpha Kappa is an honor society for students of religion and theology.

Other Organizations

Students participate in many social service, ministry, and academically related clubs and organizations, including, but not limited to:

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, biochemistry, and chemical engineering to meet various learning and service objectives. The Eastern University chapter has won several grants and national recognition awards for participation in community interaction projects with elementary school students.

American Marketing Association (AMA) Collegiate is a national professional organization striving to be the most relevant force and voice, shaping the practice of marketing in the world. AMA Collegiate is the official undergraduate student organization facilitating leadership, intellectual exploration, career development and community enhancing activities in the discipline of marketing. The chapter's goal is to provide tomorrow's marketing professionals the resources and skills to continue

to advance the industry. Students across all fields of study are invited to join.

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

The Eastern University Health and Medical (EUHM) Club, student president, and the faculty advisor work together to provide Pre-Med students with many enriching opportunities. The club visits local medical schools in the area to attend their open houses and invites guest speakers to campus to talk about their medical programs. Furthermore, the club provides the opportunity for students to discuss questions about the MCAT, science courses and the application process. All students interested in medical, veterinary, and dental schools as well as physician assistant programs and other careers in the health professions are invited to join the EUHM Club.

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

Multicultural Awareness Advisory Board (MAAC) is a club that brings cultural awareness to campus. They plan events for students and lead discussions centered around race.

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

The Student Social Work Association (SSWA) is a student-administered club that welcomes all students interested in social welfare or social work. Students are able to build community while engaging in service projects, self-care activities, and discussing current topics.

** Refer to the website for a full listing of all clubs and organizations*

Social Life

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

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 fall and spring. Three other performance opportunities for student and alumni-led productions are offered in September, January (24-hour New Play Workshop) and a student produced/directed/acted program in May (Performing Arts Living Room PALR).

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

Athletics

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, volleyball, and indoor and outdoor track & field. Intercollegiate sports offered to men include soccer, cross country, basketball, baseball, lacrosse, golf, tennis, volleyball, and indoor and outdoor track & field. The University will be launching E-Sports in Fall 2020.

Eastern also offers an intramural program designed to provide enjoyable recreational activities. Getting involved in intramural sports is a great way to meet new people, join in supporting school spirit, and get a little exercise. Intramural offerings are subject to change based on student interest and facility availability.

Intercollegiate Athletic Eligibility

To be eligible to represent the institution in intercollegiate athletics, students must be enrolled in a minimum full-time program of study, be in good academic standing, maintain satisfactory progress toward a baccalaureate degree, and have NCAA eligibility remaining. Students in a non-traditional program *(including any student who is enrolled as a student in any program at Esperanza College)* 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

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

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

Statement of Behavioral Standards and Expectations

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 servant-hood 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 policies and practices 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, and 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 resulting from being drunk, intoxicated, or under the influence of alcohol or illegal drugs.
6. Unauthorized visitation in University housing.
7. Inappropriate displays of affection.

Students who violate these expectations and standards are accountable for their behavior. The principle of accountability is basic to providing a climate that encourages students to take responsibility for their choices and 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: More detailed statements regarding behavioral standards and expectations can be found in the *Student Handbook*.)

Location and Facilities

The St. David's Campus

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. David's 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

The primary academic facility is the **McInnis Learning Center** which contains classrooms and offices for faculty, deans, and a 300-seat auditorium for the performing arts. It houses the biology science center, the technical support center, a fully equipped human performance laboratory for the Exercise Science department, a Nursing Resource & Simulation lab, 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 the brightest and highest resolution digital projectors in a 20-foot diameter dome in the world. It 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. Human Resources and Academic Resource Center are also located in this building.

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, 3D printing, and Gaussian molecular modeling.

Fowler Hall provides a center for the Music program, including faculty offices, classrooms, music practice rooms, and up-to-date electronics for composing and recording music. The special acoustical qualities of its Great Room are ideal for concerts and recitals.

Templeton Honors College/Workman Hall provides a home for the Templeton Honors College. This building includes faculty offices, classrooms, and a recital hall. (*Scheduled to open in Fall 2025*).

Janet Long Mall Cottage houses Student Accounts, Financial Aid, and the Registrar, and it 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 the president, provost, Institutional Planning and Effectiveness, alumni affairs, advancement, and business affairs and finance.

Centennial Hall houses classrooms and offices for the business and education programs and admissions.

Athletic Facilities

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. The gymnasium houses men's and women's intercollegiate basketball, and women's volleyball. 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.

Fitness Center

A state of the art 8,200 square foot fitness center was completed in the winter of 2016. The fitness center is open to every Eastern University student both undergraduate and graduate, and all Eastern faculty and staff. The two-story fitness center features state of the art Hammer Strength weight equipment and Life Fitness cardio equipment. The fitness center also includes a 70-foot batting cage and an indoor turf area for conditioning activities. Each participant must sign a waiver form before they are allowed to use the Fitness Center.

Campus Center

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 Center for Career Development, student programming, student government and the Office of Faith and Practice.

Student Health Services

The Health Center is located in Doane Hall off the A section lounge. A registered nurse is available to assist students in the self-care center, to advise students on health-related issues, and to coordinate the services

of the University physician. Students who have completed their health and immunization records may see the University nurse or physician.

Residence Halls

Six residence halls located on the St. David's campus provide living accommodations for 1200 students. They are Gallup Hall, Kea-Guffin Hall, Hainer Hall, Gough Hall, Sparrowk Hall, and Eagle Hall. Eagle and Sparrowk Halls are considered Sophomore-Senior residence halls.

Greater Philadelphia Area

Eastern offers a wide-variety of adult undergraduate and graduate degrees designed specifically for the working adult. As one of the largest and most notable cities in the U.S., Philadelphia provides countless opportunities for students to grow and thrive. With access to a vibrant cultural scene and the convenience of modern, city living, students are able to strongly develop both personally and professionally as they pursue their associate's, bachelor's, or master's degree.

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Accounting (ACCT)

ACCT 107 Principles of Accounting I 3
Basic accounting principles and practices, including the preparation of basic financial statements, account uses, accruals and deferrals.

ACCT 108 Principles of Accounting 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.
Prerequisites: ACCT 107

ACCT 130 Special Topics 1-3

ACCT 207 Principles of Accounting I 3
This course introduces students to the fundamental concepts, principles, and procedures underlying financial accounting. This course includes the accounting cycle, financial statement preparation, the interpretation of financial data. accounting for retail businesses, inventories, internal control, current and long-term assets, and current and long-term liabilities.
Prerequisites: BUSA 150 and BUSA 170 are recommended prior to taking thiscourse, but not required.

ACCT 208 Principles of Accounting II 3
This course introduces students to concepts and procedures underlying managerial accounting. This course includes cost behavior and cost classification, job order costing, cost-volume-profit (CVP) analysis, budgeting, standard costing and variance analysis, differential analysis and capital budgeting.
Prerequisites: ACCT 207

ACCT 210 Accounting Fundamentals 3
This course introduces students to the basic terminology, application, and integration of financial knowledge, understanding, and reasoning among individuals, groups, organizations and society. Topics covered include: the nature of assets; liabilities and equity; the recording and reporting cycle, and internal controls. In addition, students will be introduced to basic managerial applications related to resource allocation involving planning and controlling business operations, analyzing and interpreting cost behavior, and assessing performance.
Prerequisites: BUSA 170

ACCT 230 Special Topics 1-3

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 330 Special Topics 1-3

ACCT 361 Intermediate Financial Accounting I 3
This course is the first part of a comprehensive two-semester course sequence designed to provide students with an in-depth understanding of financial accounting. This course covers the financial statement (income statement, balance sheet, statement of owners' equity and statement of cash flows), short term assets, inventory valuation, long-term assets and depreciation, and intangible assets.
Prerequisites: ACCT 208

ACCT 362 Intermediate Financial Accounting II 3
This course is the second part of a comprehensive two-semester course sequence designed to provide students with an in-depth understanding of financial accounting. The course covers long-term liabilities (issuance and redemption of bonds), stockholders' equity, investments, revenue recognition, financial accounting for income taxes, leases and error analysis.
Prerequisites: 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.
Prerequisites: ACCT 361

ACCT 395 Field Experience 1-3
Prerequisites: ACCT 108
Course is Pass/Fail

ACCT 400 Directed Study 1-3

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.
Prerequisites: 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.
Prerequisites: ACCT 108 or ACCT 208

ACCT 424 Cost Accounting 3
Nature, objectives, and procedures of cost accounting as applied to the control and management of business. Topics include job order costs, process costs, standard costs, break-even and variance analysis, cost behavior, product pricing, budget planning and performance analysis.
Prerequisites: ACCT 208

ACCT 470 Accounting Information Systems and Data Analytics 3
The course will familiarize students with different types of software used in accounting departments and in business to monitor finances, automate financial reporting, and to mine, visualize and analyze data to make better business decisions. Students will setup a new business in Quickbooks accounting software, input business transactions and generate automated financial statements. Students will use Tableau, a leading business intelligence software, to analyze and interpret financial data to answer business questions and determine what story the data is telling. To prepare for the Tableau labs, students will learn the basics of database structure and SQL queries and take a basic SQL certification exam online. Students are encouraged to take the Tableau Certification exam at the end of the course.
Prerequisites: BUSA 150; ACCT 207 or ACCT 210

ACCT 495 Internship 2-12
Designed to give the accounting and finance majors a supervised off-campus work experience, full-time or part-time 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.

ACCT 498 Teaching Assistant 1-3

ACCT 522 Managerial Acct for Social Enterprises Enterprises 3
This course integrates concepts from diverse topics that impact managerial accountants. Introductory lectures are concerned with cost terms and classifications, cost behavior and profit planning. Students will learn how to create, organize, analyze and interpret financial information for decision making.

ACCT 522A Managerial Acct for Social Enterprises Enterprises 1
Integrates concepts from diverse topics that impact managerial accountants. Introductory lectures are concerned with the legal environment of business, tax regulations and tax planning. Includes focus on nonprofit organizations and international dimensions. (Prerequisite: ACCT 223)

ACCT 531 Managerial Accounting 3
This course identifies the types of accounting information that can be used by an organization's managers and employees, to make day-to-day operational decisions. Topics to be covered include cost accounting, cost behavior, break-even point, profit planning, operational budgeting, and capital budgeting. Accounting's relationship to forecasting and the identification of market trends will also be appraised. Prerequisite is MGNT 509, undergraduate accounting coursework, or relevant business experience.

Anthropology (ANTH)

ANTH 101 Introduction to 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.
Core Category: Cultural Perspectives, Human Behavior

ANTH 102 Archaeology 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.
Core Category: Cultural Perspectives, Human Behavior
Course may be offered for audit
May take Pass/Fail

ANTH 103 Biological 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.
Core Category: Cultural Perspectives, Human Behavior
Course may be offered for audit
May take Pass/Fail

ANTH 130 Special Topics 3

ANTH 201 Cultural Geography 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.
Core Category: Cultural Perspectives, Human Behavior
Course may be offered for audit
May take Pass/Fail

ANTH 230 Special Topics 1-3

ANTH 251W Ethnography 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.
Core Category: Human Behavior
Prerequisites: ANTH 101
Course may be offered for audit
May take Pass/Fail

ANTH 301 Christianity, Anthropological, 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 Anthropology of Comparative Religions 3
This course will examine practiced religions around the globe from an anthropological perspective. Magic, ritual, healing, prayer, religious leadership, myth, formal belief systems and religious changes will be discussed. The relationship between world and traditional religions will be analyzed as well. Our purpose will be to reveal the beauty of the Christian faith and to demonstrate what this faith has to offer to others, both in affirming God's previous work in a culture and in speaking boldly the Good News of Jesus Christ.
Core Category: Cultural Perspectives

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.
Core Category: Cultural Perspectives

ANTH 330 Special Topics 3

ANTH 395 Field Experience 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 400 Directed Study 1-3

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.
Prerequisites: ANTH 101

ANTH 420 Contemporary Issues in Christian Anthropology 3
This course is a senior seminar synthesizing anthropological and missiological 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 in a cross-cultural world.

ANTH 495 Internship 2-12

ANTH 498 Teaching Assistant 1-3

ANTH 499 Research Assistant 1-3

ANTH 501 Integrated Anthropological Theory I 3
In the first integrated theory course, we will investigate the roots of anthropology in the middle 19th century and trace its history through the development of structural-functionalism in the early 20th century. The concept of "culture" constructed during this time will be analyzed in terms of the political circumstance of colonialism and the intellectual circumstance of the European Enlightenment. Harmonious views of social life rooted in notions of the "noble savage" will be deconstructed, as a Christian theology of sin is introduced to add complexity to depection of tribal peoples and cultures. And the epistemology of positivism will be presented and critiqued as having contributed to a highly objectified view of human beings as just a species in nature. Theory from the four fields of anthropology(physical, archeological, linguistins, and socio-cultural) will be covered between the years 1860-1940.

ANTH 502 Integrated Anthropological Theory II 3
In the second integrated theory course, we will trace the history of anthropology from the collapse of structural-functionalism in the middle 20th century to the present. Particular attention will be given to conflict theory, and to structure and agency. Both structuralism (idealism) and materialism will be deconstructed with a holistic view of the person rooted in the Christian theology of creation.anthropology's current crisis of postmodernism will be studied in the context of the spread of globalization and its paradoxical result: ethnic identity politics and the collapse of the concept of culture. Contemporary ethnography will be analyzed with a post-critical epistemology that parallels the Biblical concept of witness, and the Christian theology of redemption will be acknowledged as the source of hope for humanity. Theory from the four fields of anthropology (physical, archeology, linguistics, and socio-cultural) will be covered from 1960 to the present.

ANTH 530 Theology of Culture 3
This will be a course on the theological origins and purposes of human culture, setting human culture-making within the broad contours of the Christian story. We will consider fundamental theological ideas that account for the reality and the importance of human culture. Eschatological ideas will also be important in helping us to discern the purpose and direction of human culture: its goodness, corruption, and transformation. All of these subjects will require us to do Christological reflection and practice. So, the course will be theologically demanding and focused, although we will need to consider works from social psychologists, anthropologists, and sociologists on the way. Be prepared to learn not only the language of theology, but other disciplines as well.

ANTH 550 Epistemological Insights for Anthropological Practice 3
The goal of this course is to assist the student in understanding the nature of the social sciences in general and anthropology in particular, in light of recent philosophical discourse concerning the nature of knowledge and truth. The course will trace a sampling of the historical discourse related to the development of social theory, the consequent impact this has had on the quest for truth, certainty and faith, and the way all of this relates to the field of anthropology and anthropological fieldwork. Finally, the above examination will be undertaken in order to gain insight into the nature of Christian faith and its relationship to the discipline of anthropology.

ANTH 570 Faith-Based Ethnographic Methods 3
This class is a hands-on practical course in applied ethnographic methods. Ethnographythick of a culture, that is, to describe cultura descriptionprocesses fully and to interpret them correctly. applied ethnography uses the findings to assist people in solving human problems. Students will be trained in ethnographic techniques such as participant observation, informal interviewing, field note taking, data analysis, and ethnographic writing. Methods read about and discussed in class will be practiced in exercises leading up to the construction of a final project.

ANTH 601 On Knowing Humanity Colloquium I 1.5
The colloquium series is a weekly event in which students, faculty, and invited guests present ideas which are at the cutting edge of anthropological thought. Interaction between anthropology and theology is especially central to the discussion. audience participation is strongly encouraged, and a synergy of ideas will contribute to the growth and development of a deeply Christian approach to the study of people and cultures.

ANTH 602 On Knowing Humanity Colloquium II 1.5
The colloquium series is a weekly event in which students, faculty, and invited guests present ideas which are at the cutting edge of anthropological thought. Interaction between anthropology and theology is especially central to the discussion. audience participation is strongly encouraged, and a synergy of ideas will contribute to the growth and development of a deeply Christian approach to the study of people and cultures.

ANTH 631 Anthropology of Globalization 3
This course critically examines current theories of globalization in anthropology, including key subset fields such as migration and human rights. The course includes selected ethnographic research on topics including global flows of people, material, ideas, identities, global political structures, and local accommodation and resistance. Lastly, students will critically engage with critiquing and constructing a theological paradigm of the anthropology of globalization, migration, and human rights.

ANTH 680 Thesis in Theological and Cultural Anthropology 1-3
The thesis provides students with the opportunity to do their own analytical research under the guidance of a faculty mentor. Students select their mentors from a list of qualified faculty. Faculty guide students through the process of data collection, analysis, and integrated writing. The thesis is written at the end of the curriculum, so students are prepared by their theory classes, their experience in ethnography, their elective menu of applied studies, and by having listened to other researchers presenting at the colloquium series. Students do original thinking and write a refined paper at the graduate level.

Astronomy (ASTR)

ASTR 101 The Solar System 3
This course will consist of an in-depth study of the solar system, i.e., the Sun, planets, moons, asteroids, meteors, comets, etc. In the process of this study, we will venture into the fields of the history of science, physics, celestial mechanics, geology, meteorology, and even touch upon astrology. No lab. Satisfies Natural Science Core requirement.
Core Category: Natural Science

ASTR 102 Exploration of the Universe 3
This course will consist of a survey of the universe beyond the solar system, except when we study the sun as a typical star. We will concentrate on stars; what they are, the many different types, their birth, evolution, and death. No lab. Satisfies Natural Science Core requirement.
Core Category: Natural Science

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.
Core Category: Natural Science
Corequisites: ASTR 111L

ASTR 111L The Solar System Laboratory 0
Corequisites: ASTR 111

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.
Core Category: Natural Science
Corequisites: ASTR 112L

ASTR 112L Exploration of the Universe Lab 0
Corequisites: ASTR 112

ASTR 130 Special Topics 1-3

ASTR 230 Special Topics 1-3

ASTR 400 Special Topics 1-3

ASTR 499 Research Assistantship 1-3

Biblical Studies (BIBL)

BIBL 100 Introducing Biblical Literature 3
This course provides a general intoduction to the origins, story, and significance of the Christian Bible. Students will examine the Bible's nature, purpose, and authority; its historical narrative, cultural background, literary structure, and main theological concepts. Major emphasis is placed on understanding the overall storyline of the Bible as one grand narrative of redemption. It is intended as a foundation level course, suitable for those who have no previous knowledge of the Bible or Christian thought. Not open to students who have already taken BIBL-101/102 or BIBL-200.
Core Category: Spiritual Literacy

BIBL 200 Exploring Biblical Literature 3
This course provides a general introduction to the origins, story, and significance of the Christian Bible. Students will examine the Bible's nature, purpose, and authority; its historical narrative, cultural background, literary structure, and main theological concepts. Major emphasis is placed on understanding the overall storyline of the Bible as one grad narrative of redemption. It is intended as a more in depth introductory course, suitable for those who have some previous knowledge of the Bible or Chrisian thought. Not open to students who have already taken BIBL-101/102 or BIBL-100.
Core Category: Spiritual Literacy

BIBL 201 Biblical Interpretation 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.
Core Category: Theology

BIBL 202W Research Methods 3
This course provides an in-depth look at a selected book of the bible and related theological issues. The primary aim is to help students develop the research and writing skills needed in biblical and theological studies. Emphasis is placed on the fundamentals of good writing, critical thinking, and forming and defending academic arguments.
Core Category: Theology
Prerequisites: Take one from BIBL 101, BIBL 102, BIBL 100, BIBL 200, HONR 140, or HONR 141

BIBL 310 The Torah 3
An exegetical, historical and theological study of the traditions about Israel's emergence as the people of God. Elements treated are the primeval history, patriarchs, exodus, the law of Sinai and the wilderness experience.
Core Category: Theology

BIBL 320 The Prophets 3
An in-depth analysis of the Former and Latter Prophets. This course considers important historical and theological questions engaged by the Former Prophets (Joshua, Judges, Samuel, and Kings) in comparison with the archaeological record and the Bible's other historical books (Chronicles, Ezra, Nehemiah). This historical narrative will provide a framework for contextualizing the messages and themes of the Latter Prophets (Isaiah, Jeremiah, and the twelve Minor Prophets)."
Core Category: Theology

BIBL 325 Women in Scripture and Tradition 3
This course investigates the changing roles and perceptions of women in the Bible and in Christian tradition. 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 the family, society and the church.
Core Category: Theology

BIBL 330 Special Topics 1-3

BIBL 335 Early Judaism & New Testament 3
Jesus and his earliest followers lived and died as Jews. What came to be known as Christianity did not begin as an autonomous new religion, but rather as a movement within early Judaism. For this reason the earliest documentary remains of this movement preserved in the New Testament should be studied in the first instance as Jewish texts. This course introduces the literature, groups, beliefs and practices that comprised Second Temple Judaism. It will selectively illustrate how knowledge of early Judaism enlightens our understanding of the ministry of Jesus and the writings of the New Testament.
Core Category: Theology

BIBL 350 Wisdom and Poetry 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.
Core Category: Theology

BIBL 355 Film and the Bible 3
In this course, we will introduce the study of the Bible's reception history and the complicated relationship of reception history to traditional historical-critical methods of biblical study. More specifically, we will analyze cinematic retellings and appropriations of biblical stores as a significant avenue of the Bible's reception in modern culture. We will learn that the interface between the Bible and culture- like all biblical interpretation- is shaped by the interpreter's social and historical context, ideology, and medium. This course will also cover the basics of film criticism as the most appropriate tools for analyzing the audio-visual language into which these films translate the Bible. Finally, we will consider how our cultural influences the ongoing transmission of the biblical tradition and vice versa.
Core Category: Arts and Literature, Theology

BIBL 360 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 appropriations), and think together about how Jesus can and ought to shape Christian faith and faithfulness.
Core Category: Theology

BIBL 365 Sex, Violence, and the Bible 3
A theological and hermeneutical investigation of biblical texts in both the Old and New Testament that depict and often seemingly legitimate acts of violence. It provides an overview of how these "texts of terror" have been appropriated by communities of faith throughout history and an exploration of how to read such texts and scripture.
Core Category: Social Justice, Theology

BIBL 370 Paul: His Life and Letters 3
The history of the interpretation of Paul from the early Church to scholars of the modern period precedes an in-depth study of Paul's life and thought as presented in Acts and his letters.
Core Category: Theology

BIBL 375 The Marginalized and the Bible 3
A study of biblical perspectives on issues related to the marginalized, particularly slaves, children, widows, foreigners, and the disabled. The course covers Old Testament law, Jesus' parables, Paul's economics, and the social world of the Bible. The course utilizes insights from post-colonial, liberation, family, and social-scientific studies; it also considers the reception history of these issues in early Christianity.
Core Category: Social Justice, Theology

BIBL 385 The Sermon on the Mount 3
This course will explore the exegetical and theological dimensions of Jesus' most famous discourse: The Sermon on the Mount(Matthew 5-7). Attention will also be given to the literary aspects of the Gospel of Matthew as well as the practical dimensions of the Sermon on the Mount for the disciple of Jesus Christ.
Core Category: Theology

BIBL 390 Apocalyptic Literature 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.
Core Category: Theology

BIBL 400 Directed Study 1-3

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

BIBL 498 Teaching Assistant 1-3

BIBL 499 Research Assistant 1-3

BIBL 501 Old Testament Study I 3
This course aims at introducing students to the history and content of the Old Testament in general. The main focus however will be given to an examination of the Pentateuch (Genesis through Deuteronomy) and Historical Books (Joshua through Esther). Issues such as Ancient Near Eastern context, structure, composition and history of scholarship of the Pentateuch and Historical books will be discussed alongside themes of Creation, Fall, Flood, Emergence of Israel, the Law, the Cultic System, the Monarchy, the Exile and the Post-Exilic Periods.

BIBL 502 Old Testament Study II 3
This course will explore the books of the Prophets, who emerged in ancient Israel as an eclectic group identified only by their claim to speak for God, and their "high octave" condemnation of the socio-political and religious condition of their time. They communicated by preaching, singing, crying, walking naked and shaving, to name a few. This course will also study the great body of biblical literature which consists of the hymns, laments and thanksgivings of the book of Psalms, the wisdom sayings of Israel collected in Proverbs, Job, and Ecclesiastes, the deep grief expressed in Lamentations, and the love songs of the Song of Songs. This course shall explore the relationship of the prophetic books and the Writings to the rest of the canon and then focus on specific issues, themes and theologies in the books.
Prerequisites: BIBL 501

BIBL 503 New Testament Study I 3
New Testament Study 1 is a foundational course in the study of the New Testament, covering Matthew, Mark, Luke-Acts, John, Hebrews, James, and Revelation. In order to appropriate the message of the New Testament for the world today, we need to first place ourselves back in the political, religious, and cultural world of the first century, and respect these documents as ancient narratives, written within a particularized historical setting and readership, by people of faith for the community of faith. Being more aware of our presuppositions, we can better allow the biblical authors to speak for themselves in their unique witness to the life of Jesus and the early church.

BIBL 504 New Testament Study II 3
This course covers the thirteen letters of Paul in the New Testament. Because these documents are pastoral letters, written to address specific problems, queries, and situations in the life of individuals and churches, we will pay attention to historical, cultural, social, and religious influences of the first century milieu, while addressing hermeneutical implications for today's world and church.
Prerequisites: BIBL 503

BIBL 513 Biblical Interpretation for Ministry 3
This is an introductory course in biblical interpretation. The course will equip students with skills needed to read, interpret and reflect theologically on the biblical text. Students will learn the "language" of biblical interpretation/method and be able to identify and evaluate critical commentaries for their life, ministry and studies. They will use basic bible tools for ministry in studying a biblical text through the lens of: Context (Social, Historical, Cultural, Whole Book), Questions of Author, Date, Occasion and Audience and Literary Genre (Narrative, Parables, Poetic, Wisdom, Apocalyptic and Letter/Epistle). New Testament and Old Testament texts will be examined. These skills will be built upon in subsequent seminary courses.

BIBL 514 Biblical Hebrew 3
This beginner's course in Biblical Hebrew will provide a strong foundation for reading, interpretation and exegesis of the Old Testament. Students will be introduced to high-frequency vocabulary and grammar through vocalization, translation and writing exercises. The course assumes a knowledge of the Hebrew alphabet, which will be assessed the first day of the course.

BIBL 515 Hebrew Exegesis 3
A course in intermediate Biblical Hebrew, focusing on grammar, syntax and lexicography through readings of selected passages from the Pentateuch.
Prerequisites: BIBL 514

BIBL 516 New Testament Greek 3
A beginner's course in the language of the New Testament in which the basic elements of grammar are studied and guidance provided in the use of interpretive tools. The student is introduced to elementary readings in the New Testament. (Students who have taken Greek in college may want to test out of this course and may wish to take Hebrew in its place).

BIBL 517 New Testament Greek Exegesis 3
A sampling of Greek texts from John's Gospel and a Pauline letter for further practice in translation. Attention will be given not only to the language but also to its broader setting in the ancient Mediterranean world, and implications for contemporary preaching and teaching.
Prerequisites: BIBL 516

BIBL 550 MTS Research in Biblical Studies 3
This course represents the first of two summative projects required for the MTS in Biblical Studies, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project.

BIBL 550A MTS Research in Biblical Studies 3
This course represents the first of two summative projects required for the MTS in Biblical Studies, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project.

BIBL 581A Reading the Text 1: Reading the Old Testament in Its Context: Part I 1.5
This is a survey course that emphasizes the historical, literary, and theological contexts of the Old Testament. Students will be introduced to the key events, movements, and figures in the history of Israel up to the Second Temple period within their larger Ancient Near Eastern context and to the different academic approaches to the story of the Old Testament. Coverage includes the Pentateuch, Historical Books, Writings and Prophets.

BIBL 581B Reading the Text 1: Reading the Old Testament in Its Context: Part 2 1.5
This is a survey course that emphasizes the historical, literary, and theological contexts of the Old Testament. Students will be introduced to the key events, movements, and figures in the history of Israel up to the Second Temple period within their larger Ancient Near Eastern context and to the different academic approaches to the story of the Old Testament. Coverage includes the Pentateuch, Historical Books, Writings and Prophets.
Prerequisites: BIBL 581A

BIBL 582A Reading the Text 2: Reading the New Testament in Its Context: Part 1 1.5
This is a survey course that emphasizes the historical, literary, and theological contexts of the New Testament. Students will be introduced to Second Temple Judaism and the Greco-Roman world of Jesus and the early church. Coverage includes the four Gospels, the Acts of the Apostles, several key letters of Paul, and the book of Revelation.

BIBL 582B Reading the Text 2: Reading the New Testament in Its Context, Part 2 1.5
This is a survey course that emphasizes the historical, literary, and theological contexts of the New Testament. Students will be introduced to Second Temple Judaism and the Greco-Roman world of Jesus and the early church. Coverage includes the four Gospels, the Acts of the Apostles, several key letters of Paul, and the book of Revelation.
Prerequisites: BIBL 582A

BIBL 604 Biblical Theology: Genesis As a Starting Point 3
An exploration of the theological themes of Genesis. Themes to be discussed include: creation, redemption, the nature of God, covenant, law, kingship, divine violence, righteousness, the people of Israel. These themes will be discussed in conversation with three perennial biblical theological issues: What was the author of Genesis trying to say theologically to his audience (historical dimension)? How did the author construct Genesis to communicate that theology (literary dimension)? and How do the themes of Genesis reverberate dynamically elsewhere in the Hebrew Scriptures and in New Testament (canonical dimension).
Prerequisites: BIBL 501

BIBL 606 Old Testament Book Studies: Jonah & Ruth 3
This course invites students to engage the biblical books of Jonah and Ruth in conversation with works of literature, art, and theology. We will explore questions raised in the books, including the nature of God, family, marriage, prophecy, election, death, and transformation in the context of ancient Israel. The course will introduce students to the history of interpretation of Jonah and Ruth in both Christian and Jewish traditions.
Prerequisites: BIBL 501

BIBL 607 Psalms 3
This course is an advanced study of the book of Psalms. Considerations will be given to major trends in modern scholarship with regard its historical settings, literary forms, canonical shape, and biblical theological significance. Opportunities will be provided to develop skills for interpreting poetry through in-depth study of representative examples of each genre. The purpose and relevance of the Psalms to the rest of the Bible and Christian faith will be explored.
Prerequisites: BIBL 501

BIBL 616 The Gospel of Luke 3
This course is a study of the Gospel of Luke based on the English text. We will discuss the author's presentation of God and Jesus, his view of salvation in relation to the themes of reversal and release, his concern for the poor and the marginalized, and his understanding of the role of Jesus and the early church in the context of God's plan for Israel and the world. Bible elective.
Prerequisites: BIBL 503

BIBL 617 Gospel of John 3
The Gospel of John presents an interpretation of Jesus' life and mission that is consistent with that of the Synoptic Gospels, even though it differs greatly from Matthew, Mark, and Luke in vocabulary and in the selection of Jesus traditions. Through chapter-by-chapter discussions, the distinctive literary and theological categories of the Fourth Gospel will be introduced. We will look at Jesus' encounters with different individuals, the "I am" sayings, Jesus the Son as the revealer of the Father who sent him, the characteristics of the community of faith, the role of the Holy Spirit, Jesus as the messianic King in the Passion narrative, and the meaning of Jesus' death as his glorification. Throughout these discussions, literary features such as dualism, Jewish symbolism, and rhetorical irony will be pointed out and explained. Bible elective.
Prerequisites: BIBL 503

BIBL 620 The General Epistles 3
Hebrews, James, 1 & 2 Peter, and Jude are the focus of this course. Using the English text and taking into account the cultural and historical settings of the various texts, we will address issues of structure, thematic elements, theology, Christology, and view of discipleship. Further, we will seek to help modern students grapple with the original meaning of these writers and explore the implications of each writer's words for the life and mission of the church in our time. Bible elective.
Prerequisites: BIBL 503

BIBL 622 Bible and the Koran 3
This is an introductory course in comparative studies of the Bible and the Koran. Students will learn basic facts with regard to the formation, place, function, and the basic theological teachings of the religious texts in each religious community. Our primary concern is not the religion itself but the sacred texts of the religion. We will focus on literary analysis of Koranic suras that are related to the themes of gods, prophets, salvation, Jihad, women, Jews, Christians, and Muslims. The goal of this course is to equip future church leaders with in-depth knowledge of the Koran so that they may serve, love, and bear witness to their Muslim neighbors.

BIBL 625 The Least of These: Biblical and Contemporary Responses to Poverty 3
This course will investigate the biblical record concerning attitudes and behavior related to needy people, and will offer students multiple opportunities to learn from and interact with people currently engaged in ministry (locally and globally) to those regarded as the least of these.
Prerequisites: BIBL 501 and BIBL 503

BIBL 626 Book of Revelation 3
A study of the contents of the Book of Revelation with special attention to its historical setting, literary style, and vision of Christ as the culmination of history. Varieties of interpretations will be examined and critiqued, with a synthetic approach to understanding its apocalyptic vision proposed. By doing so students will gain an appreciation for its message to the early church, its message about a climactic end to the age with the return of Christ, and its application for believers living between the times today. Bible or Theology elective.
Prerequisites: BIBL 503

BIBL 627 The Mission of Jesus in Mark 3
This course provides an opportunity to do four things: (1) work directly and methodically through the first half of the text of Mark's Gospel; (2) engage very selectively with the vast secondary literature on Mark and the context(s) of his account; (3) enter into extensive dialogue on (1) and (2) with fellow students and the professor; and (4) seek integration between mission today and the mission of Jesus as described by Mark. This will be a highly participatory and immersive experience as we listen carefully to Mark's unique contribution to our understanding of Jesus.

BIBL 632 Women in the Bible 3
This course investigates what some of the women in the Bible have to teach us about doing ministry in today's world. Although this course will be taught through the lives of the women in the Bible, the practical applications that can be learned from each of these biblical women are invaluable for anyone considering a career in ministry. Bible elective.

BIBL 635 New Testament Theology 3
In this new upper level Bible elective, we will consider thematic elements that are found across the diverse set of documents that make up the New Testament. These include, but are not limited to, the following: God's covenant with Israel and God's plan of salvation for the world, images in explaining the meaning of the cross, Christian community and mission as well as realized and future eschatology.

BIBL 640 Holy Land Study Tour 3
Participants will visit sites of archeological, historical and contemporary importance in the current State of Israel (Palestine). They will meet and interact with the people who call that place home, and will experience the life and cultures represented there. Our guide will introduce us to the archeology and history of this region in which so much of the biblical story unfolded, and Palmer professors and participants will build on this, thinking together about how these rich historical foundations pave the way for a deepening of our biblical-theological understanding, a fuller consideration of our exegesis of scripture, an expansion of our insights into the lived experiences of those people (historically and today) considered "other" in ethnic, religious and civil terms, and (perhaps) some eye-opening missional insights/implications. By our presence in the lands of the Bible, we become eyewitnesses of the stage upon which the God who acts revealed himself in Scripture. As a result, integration of history, theology and application (our "living out" the Scripture) will be a constant priority, an exercise which will be informed by exposure to the contemporary situation in the Middle East.

BIBL 650 Independent Study/Research in Biblical Studies 0.5-3
A guided course intended for advanced students who wish to do intensive, independent research in a problem related to Biblical studies. Credit hours determined with professor. Bible elective.
Prerequisites: BIBL 502 and BIBL 504

BIBL 660 Special Topics 3

BIBL 660A Ecclesiastes 3
This course is a literary and theological study of Ecclesiastes in the context of the biblical wisdom tradition. We will explore implications of alternate perspectives, reading and interpretive strategies of the wisdom genre. Attention will be given to similar wisdom materials from the ancient Near East. Students will learn how Ecclesiastes deals with questions concerning fear of God, justice, meaning of life, suffering, creation, and theodicy. The application of this understanding to contemporary context and theological reflection would be a major interest.

BIBL 660B SpTop: First Corinthians 3
Reading First Corinthians should give us pause because all the problems Paul addressed in his letter to this fledgling church are still relevant to the church today. While it is important to delve into the historical-cultural context from which these issues arose, ample class time will be devoted to exploring the hermeneutical implications of the text for personal integrity and discipleship, life and ministry in the community of faith, and bearing authentic witness to the gospel.
Prerequisites: BIBL 503

Biology (BIOL)

BIOL 100 Preparation for Anatomy & Physiology 3
This online preparatory course explores the fundamental knowledge and skills necessary for success in the study of Human Anatomy & Physiology (A&P). It is designed to prepare students for the rigor of the BIOL 233 and BIOL 234 courses held during the regular academic year. Helpful for students in pre-nursing, health science or exercise science major, or students without any prior exposure to Human Biology. Topics include the structural organization of the human body, anatomical terminology, homeostasis, organ systems, basic cell structure and relevant biochemical principles, as well as critical thinking and study skills. A focus on the skeletal and muscular systems is made as these topics are introduced to further prepare students for the full content covered in Human Anatomy & Physiology I.

BIOL 103 General Biology: Earth-Keeping 3
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. For non-majors only.
Core Category: Natural Science

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. For non-majors only.
Core Category: Natural Science
Corequisites: BIOL 104L

BIOL 104L Human Biology Laboratory 0
Corequisites: BIOL 104

BIOL 105 Introductory Biology 3
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. For non-majors only.
Core Category: Natural Science

BIOL 130 Special Topics 1-4

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.
Core Category: Natural Science
Corequisites: BIOL 151L

BIOL 151L General Biology: Laboratory 0
Corequisites: BIOL 151

BIOL 152 General Biology II 4
Required course for the student interested in pre-med, majoring, minoring in biology, biological studies, environmental science, biochemistry or the pre-physical/occupational therapy tracks in exercise science. The course surveys basic concepts of biology with an emphasis on lab-oriented disciplines, including cell biology, physiology, genetics and evolutionary mechanisms.
Core Category: Natural Science
Corequisites: BIOL 152L

BIOL 152L General Biology II Laboratory 0
Corequisites: BIOL 152

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.
Core Category: Natural Science
Corequisites: BIOL 206L

BIOL 206L Ornithology Laboratory 0
Corequisites: BIOL 206

BIOL 212 Marine Biology 3
This course is an introduction to marine biology, surveying marine life, marine ecosystems, and human interactions with the sea. Prerequisites : none. Recommended for biology and environmental science majors and other majors with an interest in field biology or marine ecosystems.
Core Category: Natural Science

BIOL 216 Introduction to Microbiology 4
A study of the classifcation and biology of microbes and application of microbiological techniques. The course is intended for biology majors and allied health students.
Prerequisites: BIOL 152 or BIOL 233
Corequisites: BIOL 216L

BIOL 216L Introduction to Microbiology Laboratory 0
Corequisites: BIOL 216

BIOL 230 Special Topics 1-4

BIOL 230B Immunology and Infectious Disease 3
This course is an introduction to the immune system and how it protects from disease, with an emphasis on humans and some reference to other mammals. This is an elective for biology majors, and other majors with an interest in medicine, immunology, and infectious disease.

BIOL 233 Human Physiology & 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. Offered in the fall and offered in spring on adequate demand.
Core Category: Natural Science
Corequisites: BIOL 233L

BIOL 233L Human Physiology & Anatomy I Lab 0
Corequisites: BIOL 233

BIOL 234 Human Physiology & 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.
Prerequisites: BIOL 233
Corequisites: BIOL 234L

BIOL 234L Human Physiology and Anatomy II Laboratory 0
Corequisites: BIOL 234

BIOL 299 Research Experience 1-2
This is an on-ground course that introduces freshmen and sophomore students with a strong interest in biology to mentored laboratory research. Students will participate in a research project in which the faculty member is engaged, in order to develop basic lab skills and increase foundational knowledge in the mentor's area of expertise. Prior approval of the faculty mentor is required.

BIOL 309L Ecology Laboratory 0
Corequisites: BIOL 309W

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. Some Required Saturday field trips.
Prerequisites: BIOL 103 or BIOL 151
Corequisites: BIOL 309L

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.
Prerequisites: BIOL 152, CHEM 111 or CHEM 121
Corequisites: BIOL 310L

BIOL 310L Animal Physiology Laboratory 0
Corequisites: BIOL 310

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.
Prerequisites: BIOL 152 or CHEM 122
Corequisites: BIOL 311L

BIOL 311L Cell Biology Lab 0
Corequisites: BIOL 311

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.
Prerequisites: BIOL 311 and CHEM 122
Corequisites: BIOL 312L

BIOL 312L Genetics Laboratory 0
Corequisites: BIOL 312

BIOL 313 Developmental Biology 3
An introduction to classical and current understanding of embryogenesis and development, with an emphasis on the genetic control mechanisms. Recommended elective for biology majors and other majors with interest in medicine and genetics.
Prerequisites: BIOL 151 and BIOL 152 or Instructor Consent

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.

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.

BIOL 320 Environmental Issues 4
This course builds upon principles established in ecology to examine specific environmental issues. Fulfills the Social Justice General Education requirement. Major issues related to environmental degradation will be covered, including problems of policy and management choices.
Core Category: Social Justice
Corequisites: BIOL 320L

BIOL 320L Environmental Issues Laboratory 0
Corequisites: BIOL 320

BIOL 330 Special Topics 1-4

BIOL 330G Special Topic: Unearthing Arthropods 3
A general introduction to the biology and classification of non-insect arthropods, with a focus on spiders and other arachnids. This course targets the remaining members of the Arthropod phylum (BIOL 350A covers Entomology), which covers much of the groups that an Invertebrate Biology course would. The course takes a comparative anatomy approach, and surveys arthropod morphology, taxonomy, behavior, ecology and diversity. Time will be devoted to looking at specimens in the lab and going out on campus to observe and collect arthropods in their natural environments. Some time will be devoted to the significance of arthropods across various cultures and mythologies, as well as in art forms. Prerequisites: BIOL 151
Prerequisites: BIOL 151

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.
Prerequisites: BIOL 151 and BIOL 152
Corequisites: BIOL 340L

BIOL 340L Parasitology Laboratory 0
Corequisites: BIOL 340

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.
Prerequisites: BIOL 311, CHEM 122 and CHEM 124W
Corequisites: BIOL 345

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. As with a research project, the experiments carried out in this course are organized around a common theme - cloning the gene for lactate dehydrogenase (ldhA), an enzyme involved in metabolism, from its native context in the genome of the Lactobacillus bulgaricus bacterial strain that is used to produce Activia yogurt.
Corequisites: BIOL 344

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 BIO 350B and 350C. Three hours lecture, three hours laboratory. Saturday trips may be required. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms.
Prerequisites: BIOL 151 or Instructor Consent
Corequisites: BIOL 350AL

BIOL 350AL Invertebrate Zoology: Entomology Laboratory 0
Corequisites: BIOL 350A

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 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. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms.
Prerequisites: BIOL 151 or Instructor Consent
Corequisites: BIOL 350BL

BIOL 350BL Vertebrate Biology Laboratory 0
Corequisites: BIOL 350B

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. Saturday trips may be required. Recommended for biology majors and other majors with interest in field biology and evolutionary mechanisms.
Prerequisites: BIOL 151 or Instructor Consent

BIOL 395 Field Experience 1-3
Course is Pass/Fail

BIOL 400 Directed Study 1-4

BIOL 417 Evolution, Creation & 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.

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 or minor. Offered spring of odd-numbered years.
Prerequisites: BIOL 151 and BIOL 309W or Instructor Consent

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.

BIOL 426 Sr Thesis Directed Research I 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.

BIOL 427 Sr Thesis Directed Research II 2-4
This course involves continuation of an original experimental research study, conducted in BIOL426. A second paper and seminar will be required.

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.

BIOL 498 Teaching Assistant 1-3

BIOL 499 Research Assistantship 1-3

Business Administration (BUSA)

BUSA 101 Introduction to Business 3
Students will be introduced to principles of contemporary business and its role in the free enterprise system. The course provides an overview of ethical and socially responsible business in a global environment, economic systems, entrepreneurship and forms of business ownership, principles of leadership and management, business operations, human resources management, marketing management, information technology and systems, accounting, finance and business law.

BUSA 121 Principles & Practices of Mortgage Lending I 3
This course will specialize in issues surrounding the production and origination of residential and commercial mortgages, and commercial and consumer loans. Emphasis will be placed on key topics in the mortgage industry that will include fair lending law, ethical issues and behavior, fraud detection and proper due diligence. This course is designed to deal with the usage and customs among the mortgage lending industry, involving moral and processional dueties and responsibilities toward on another, clients, lenders, and borrowers.

BUSA 122 Principles & Practices of Mortgage Lending II 3
This course will cover career-related activities encountered in the student's area of specialization regarding originating and processing of mortgage loans. Empasis will be placed on how to properly put a loan together to meet federal compliance under the supervision of a senior certified/licenced mortgage banker. This course is designed to develop a working knowledge of the steps of both loan originiating and processing using actual mortgage documents in preparation for gainful full-time employment in the mortgage industy/field.

BUSA 130 Special Topics 1-3

BUSA 140 Introduction to Career Building 1
This course provides instruction and methods of exploration to enable students to effectively apply for internships as part of the career building process through internship research, resume building, and LinkedIn & Handshake site creation strategies. The course requires the students to evaluate resume and internship options, to each craft their own resume and LinkedIn site, and to select internship opportunities for which to apply. The result is that each student leaves the course prepared to apply for internships and aware of how to maintain and update the necessary materials to continue this process independently in the future.

BUSA 141 Interviewing & Strategies 1
This course provides instruction and methods of exploration to enable students to effectively investigate industries, company cultures, careers, and specific jobs. The course requires the students to prepare for informational interviews, create and present elevator speeches, and update current resumes and LinkedIn sites. The result is that each student leaves the course prepared to meet with employers to investigate and pursue internships and careers and are aware of how to maintain and update the necessary materials to continue this process independently in the future.

BUSA 142 Final Preparation for the Workplace 1
This course provides instruction of methods of exploration to enable students to effectively transition into the workplace. The course requires the students to create realistic expectations and understand what occurs in the transition from student to career person by engaging with alumni, practicing workplace troubleshooting, and growing their financial literacy including topics such as spending habits, budgeting, and debt mangement. Students will update their current resumes, LinkedIn & Handshake sites.

BUSA 150 Excel for Business Applications 3
This three-credit course provides students with hands-on experience using Microsoft Excel Spreadsheet applications for personal and small business use. The following skills will be addressed: edit and format spreadsheets, add visual elements and charts, use functions and create formulas, analyze data and use formula auditing in a spreadsheet, add Excel Add-In programs and customize the ribbon, create Macros and use Visual Basic Applications.

BUSA 170 Mathematics for Business 3
This three credit course is designed to provide students with an overview of today's business world and a working knowledge of its mathematical applications and procedures. This course provides solid preparation and foundation for going on to courses and careers in accounting, marketing, retailing, banking, finance, insurance, real estate, and business administration. Topics include: functions as mathematical models, equation-solving techniques, time-value of money and specific business math applications.

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. Credit earned only once for BUSA 221, MATH 220, PSYC 220, or SOCI 220.
Core Category: Mathematics
Prerequisites: BUSA 170 is recommended prior to taking this course, but notrequired.

BUSA 230 Special Topics 1-3

BUSA 230B Consumer Culture 3
Those who participate in the business of fashion such as retailers, merchants, designers, manufacturers and stylists must evolve in order to sell to customers. Throughout their lives, students are exposed to retailing, merchandising, buying, design, sales, branding, promotions, manufacturing and other such fields. For those interested in the study of retailing, fashion and merchandising, it is essential to understand landmark research and theoretical concepts behind the influences of this field and how social change, innovations and with the evolution of a multicultural marketplace, shifts have occurred over generations, and into the 21st century. This conceptual and theoretical course will expose students to a diverse range of clients and consumers.

BUSA 250W Global Business 3
Global Business is an interdisciplinary and multi-dimensional course pulling from political science, economics, history, sociology, and ethics as well as culture and leadership studies. It is designed to introduce students to the wide variety of players, issues, and trends in business at the international level. Students will learn how to start and grow businesses in foreign markets, examining the political, legal, and economic systems that affect those processes as well as ways to source capital to fund market expansion. They will also consider and evaluate the role and influence of Christian faith, reason, and justice on business decision-making at a global scale. Global business will be discussed from the perspective of entrepreneurs as well as for- and non-profit enterprises. Through a variety of writing assignments in the course, students will simultaneously apply their new global business knowledge and hone their business writing skills.
Core Category: Cultural Perspectives
Prerequisites: BUSA 101, ENGL 102, and MKTG 202 or BUSA 202

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.
Prerequisites: BUSA 101

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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: BUSA 202

BUSA 306 Global 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.
Core Category: Cultural Perspectives
Prerequisites: BUSA 101 or MKTG 202 or BUSA 202

BUSA 311 Business Ethics and Leadership 3
This course invites students to explore contemporary issues in business ethics in the broader context of Christian faith and justice. Students will examine the moral foundations of ethical business practice and decision-making in complex corporate environments, with special attention to the influence of Christian ethics. Key topics include moral reasoning, corporate governance, stakeholder relationships, and social responsibility. Through case studies and ethical frameworks, participants will develop critical thinking skills to analyze and address ethical challenges faced by businesses today and contribute to the development of responsible and sustainable corporate practices.
Core Category: Social Justice
Prerequisites: BUSA 101 or MKTG 202 or BUSA 202

BUSA 311W Business Ethics and Leadership 3
This writing-intensive 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.
Core Category: Social Justice
Prerequisites: BUSA 101 or MKTG 202 or BUSA 202

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: BUSA 101 and BUSA 221

BUSA 330 Special Topics 1-4

BUSA 330I SpTop: Fundamentals of Real Estate Investment 3
This course is designed to introduce the fundamentals of using real estate as an investment vehicle. Students will understand the basics of buying, selling, and holding real estate. Different investment strategies will be investigated. The student will work with a financial calculator to help analyze real estate purchases, as well as to navigate different financing options. Forms necessary to consummate real estate transactions will be examined. Tax advantages to owning investment properties will also be explored.
Course may be offered for audit

BUSA 340 Human Resources Management 3
Policies and methods of obtaining and developing an efficient work force, including human resourcesplanning, recruitment, selection, placement,development, performance evaluation, compensation practices and safety, benefits administration.
Prerequisites: BUSA 101

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.
Prerequisites: BUSA 101 or MKTG 202 or BUSA 202

BUSA 395 Field Experience 1-3
Course is Pass/Fail

BUSA 400 Directed Study 1-3

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 and 302.
Prerequisites: BUSA 202 and BUSA 302

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 and BUSA 303

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 Business and Leadership Culminating Senior Experience (CSE) requirement.
Prerequisites: BUSA 101 or MKTG 202 or BUSA 202; FINA 350, FINA 360 or LEAD 336

BUSA 491 Integrative Practices 1 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 Enactus a national organization committed to igniting business innovation with integrity and passion in students. Students will collaborate with academic and business leaders in a variety of community outreach programs with social impact that sparks free enterprise to create a better world. Enrollment is reserved for those business students demonstrating impressive accomplishments and exhibiting motivation to explore the business world more deeply. A maximum of 18 credits of Integrative Practices course work may be earned. Prerequisite: The student must maintain a grade point average of at least 3.25 and be recommended by a faculty member.
Instructor consent required

BUSA 492 Integrative Practices 2 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 Enactus a national organization committed to igniting business innovation with integrity and passion in students. Students will collaborate with academic and business leaders in a variety of community outreach programs with social impact that sparks free enterprise to create a better world. Enrollment is reserved for those business students demonstrating impressive accomplishments and exhibiting motivation to explore the business world more deeply. A maximum of 18 credits of Integrative Practices course work may be earned. Prerequisite: The student must maintain a grade point average of at least 3.25 and be recommended by a faculty member.

BUSA 495 Internship 1-12
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.

BUSA 498 Teaching Assistant 1-3

BUSA 499 Research Assistant 1-3

BUSA 500 Leading With Purpose 3
This course introduces students to key leadership theories and the evolution of leadership practice, while examining how leadership functions within today's complex organizational environments. Students will analyze how leadership is shaped by identity, culture, and power, and how leaders influence organizational behavior and culture, decision-making, and performance. Particular emphasis is placed on ethical leadership, trust-based relationships, and the responsibility leaders have to promote human flourishing within and beyond their organizations. The course invites students to reflect on how faith-informed values, such as integrity, humility, justice, and service, can shape their approach to leadership and guide their influence toward the common good.

BUSA 502 Social Entrepreneurship 3
A deep look at this innovative approach to social change and how it is affecting the global market. Students learn how to harness the power of business and entrepreneurial thinking for positive, sustainable change. Students analyze how social enterprises can interact with a broad audience including consumers, governments, nonprofits, and business to bring about positive social change.

BUSA 505 The Business Environment 3
Ogranizations of every size utililze core business functions and concepts such as marketing, human resources, accounting, financial management, economics, information systems, and operations management. Managers must understand these functional areas and the relationship between them in order to competently lead their team within the organization. This foundational course in the MBA program provides this necessary context and sets the stage for students to delve deeper into these concepts throughout their program.

BUSA 510 Innovation and Design 3
This course examines the culture required to build innovation within teams and organizations as well as equipping students with the mindsets and processes employed by innovative problem-solvers. The course provides a learning atmosphere that emphasizes creativity and innovation and has a distinct emphasis on skill development through dynamic engagement in real world problems using an entrepreneurial and design thinking mindset.

BUSA 512 Organizational Sustainability 3
An analysis of how organizations operate in ways that support the long-term viability of the social, economic, and environmental context around them. Students think critically about the role organizations play in social problems and social change, and they leave the course equipped to be advocates of operational sustainability.

BUSA 515 Strategic Human Resource Management 3
People are the most valuable asset of any organization. Demographic developments in the workforce and trends in the business environment are requiring organizations to focus on strange talent management practices to turn human resources into a competitive advantage. Institutions face a myriad of challenges associated with recruiting, training and managing the modern workforce including remove workforce management, diversity, preparation for a challenging business environment, as well as heavy competition for tip-tier talent. This course provides strategies for addressing these challenges, unlocking the potential of an organization's workforce, and cultivating a corporate culture that promotes effective strategy execution.

BUSA 522 Managing a Socially-Minded Organization 3
A survey of the nuanced management skills required to lead in nonprofit organizations, B-Corps, or businesses looking to improve their social impact. Students leave this course with a deep understanding of the leadership challenges present in socially-minded organizations and the specific skills required to manage in this context.

BUSA 525 Innovation and Design 3
This course examines the culture required to build innovation within teams and organizations as well as equipping students with the mindsets and processes employed by innovative problem-solvers. The course provides a learning atmosphere that emphasizes creativity and innovation and has a distinct emphasis on skill development through dynamic engagement in real world problems using an entrepreneurial and design thinking mindset.

BUSA 538 Product Design 3
Develop the skills to move an idea to being a viable product by learning the best practices of product development. Students learn tools and concepts such as defining consumer needs, design thinking, and prototyping. Students are given the opportunity to design and conceptually launch a product during the course.

BUSA 545 Social Entrepreneurship 3
In this capstone course, students will apply their knowledge of the fundamental areas of business to develop a comprehensive business plan which focuses on developing social, economic, and financial capital. Students will gain a fundamental understanding of stakeholder strategy in diverse cultural environments, and will explore the application of social entrepreneurship and social enterprise development as it relates to economic development in urban and in rural areas in the US and around the world.

BUSA 550 Managing for Optimal Performance 3

BUSA 552 Evaluating Social Impact 3
An in-depth look at how socially-minded organizations assess their social impact. This course explores a wide variety of evaluation techniques including qualitative methods, randomized and quasi-experiments, and change models. Students leave this course with a deep understanding of how change is measured and the skills to work in and lead organizations that are mindful of their social impact.

BUSA 565 Strategic Marketing Management 3
This course will expose students to strategic issues that fundamentally shape the customer-marketer relationship as well as the disruptive social and technical forces that are shifting it in new directions. The course focuses on the strategic responsibilities and best practices that a mid-to-senior level leader should understand about the marketing discipline, including how to plan, execute and measure marketing to demonstrate ROI. Core principles such as customer segmentation; consumer behavior and related data; branding and positioning; the marketing mix (traditional, digital, and alternative channels); product marketing; and distribution, among other topics, will be explored. In addition, the class provides practical hands-on experience through simulations, case studies, and interviews with successful marketers to add real-world flavor to these critical strategic concepts. Finally, the course introduces some of the Web 3.0 and 4.0 developments such as AI, connected data, the metaverse, and marketing automation that students will undoubtedly be facing in current and future business leadership roles.

BUSA 575 Data Analysis for Business 3
With the proliferation of the internet, businesses are collecting incalculable amounts of data and are seeking new insights from it in order to improve performance and maintain an edge in the market. This course provides an introduction to the collection, cleaning, storage, statistical analysis, and management implications of business data. Students will gain the basic skills and managerial knowledge required to manage data-competent teams and organizations. NOTE: Students in the MBA Business Analytics concentration are not required to take this course.

BUSA 585 Financial Accounting 3
This course overviews the processes of financial reporting, summation, and analysis. Students will learn how to prepare and interpret financial statements, evaluate an organization's financial health, and forecast future financial decisions. The emphasis of this course will be on the managerial insights of financial accounting rather than day-to-day accounting practices. Students will be equipped with the skills and knowledge to effectively and responsibly manage the financial aspects of their teams, departments, and organizations.

BUSA 610 AI for Growth 3
This course equips MBA students to manage AI capabilities in their organization to accelerate customer-centric growth. Students will examine AI-driven tools and martech techniques that enable businesses to identify market gaps, personalize experiences, understand customer behavior, and foster innovation through growth loops, data flywheels, value creation networks, and ROI frameworks. Marketing tasks such as customer segmentation, predictive analytics, content creation, and product development will be explored through case studies, hands-on experiences, and other practical exercises culminating in a final AI-enabled growth plan. Students will learn to leverage AI for strategic growth while maintaining ethical standards and data privacy.

BUSA 615 Managerial Economics 3
Managerial Economics utilizes microeconomic principles, econometrics, and game theory to analyze business decision making. Major topics include firm and consumer behavior, market structures, and industrial organization. Students will use a combination of theory and empirical techniques to critically analyze contemporary, real-world issues in economics and business.

BUSA 620 Business Development and Enterprise Sustainability 3
This course integrates the functions of management within a strategic framework to foster competitive advantage; the sustainability of resources, talent, customer loyalty; and organizational reputation. Students will learn to develop and evaluate strategic plans that account for organizational mission and goals and the economic, political, technological, social, and global factors they must confront. Emphasis is on the analysis of business challenges and opportunities; assessment of organizational capacity, policies and plan development, and the implementation of ethical management practices that drive organizational vitality, productivity, and sustainability.

BUSA 625 Operations and Supply Chain Management 3
This course provides students with the tools to manage a high-functioning operational unit. Particular attention will be given to operational efficiencies, quality management, supply chain management, data infrastructure, and performance measurement. Students will learn the activities involved in the delivery of an organization's value proposition.

BUSA 630 Special Topics 3

BUSA 636 Social Impact Metrics and Measurements 3
This course provides an introduction to frameworks, metrics, and tools for measuring the impact of a company, organization, or project. Students will learn how to define social impact success in the short-term and long-term, decide what to measure, and assess and value impact. They will study a number of metrics currently used by influential impact organizations with the goal of understanding constituent elements and creating new metrics tailored to specific initiatives. The course will also consider broader questions related to the benefits and limitations of impact evaluation and measurement.

BUSA 640 AI for Efficiency 3
This course empowers students to manage AI initiatives in their organization to transform business processes and supply chain operations using cutting-edge AI technologies. Students will explore how AI technologies such as predictive analytics, robotic process automation (RPA) and generative AI can be applied to enhance efficiency, optimize workflows, reduce costs, streamline logistics, and strengthen competitive positioning. Through case studies and experiential projects, participants develop practical AI strategies tailored to real-world business contexts such as automated inventory and demand forecasting, HR and finance processes, predictive maintenance, and logistics optimization, among others. A final AI-enabled business efficiency plan will demonstrate strategic AI business competency.

BUSA 660 Strategy 3
Develop the skills to craft and execute a strategic framework that builds competitive advantage and steward resources, talent, customer loyalty, and brand reputation. Students learn to develop and evaluate strategic plans that account for organizational mission and goals in addition to the external environment including economic, political, technological, social, and global factors they must confront.

BUSA 665 Leading Organizational Strategy 3
Behind every successful organization is a well-crafted, well-executed strategy aimed at achieving the organization's goals. In this course, students will develop competencies to prepare and assess strategic plans. Tools will be provided to evaluate the organization's external and internal environments to build competitive advantage and improve company performance. Students will recommend strategic approaches to strengthen the company's competitive position in the market. The course culminates by examining the leadership challenges of strategic management and offering best practices for leading organizational change.

BUSA 670 AI Policy and Ethics 3
This course prepares MBA students to examine the ethical, legal, and policy challenges associated with the deployment of artificial intelligence within organizations. Students will explore issues such as algorithmic bias, accuracy limits and related liabilities, data privacy, intellectual property rights, and regulatory compliance. The curriculum blends accountability and ethical AI frameworks, stakeholder analysis, AI and data governance models, and regulatory impact assessments. Through case studies and hands-on exercises, students will learn to strategically navigate the complex landscape of AI and build strategies for accountable AI implementation in various industries across stakeholders and various ESG (Environmental, Social, and Governance) scenarios.

BUSA 683 Building Social Enterprises for Scale & 3
This course equips students with the tools and understanding for mobilizing enterprise resources to advance a mission driven venture. Students will evaluate strategic plans that account for social impact goals and the organizational, economic, political, technological, and global factors they must confront. Emphasis is on fostering a culture of innovation across the enterprise, integrating business logic models and theories of change; capacity planning, prototype development, and the implementation of management protocols that drive bottom line performance and deliver on mission.

BUSA 685 Applied Knowledge Capstone 3
A student-directed applied learning project completed under faculty advisement designed to allow students to demonstrate their management competency. Adopting the persona of a researcher, consultant, or founder of a new venture, students select a topic, problem, or opportunity to explore as a culminating project in the course. Students demonstrate mastery of their program's material by incorporating critical analysis, sound business principles, ethical standards, and best practices into a research paper, business plan, presentation, and/or pitch.
Prerequisites: BUSA 510, BUSA 575, BUSA 585, BUSA 625, and BUSA 665 arerecommended, but not required prior to taking BUSA-685.

BUSA 750 Strategic Management of Nonprofit Organi 3
Guided by the unique purpose of the non-profit sector, this course will develop students' ability to manage organizational resources and practices strategically. Strategic management entails monitoring the effectiveness of the organization to ensure that is is healthy and aligned with its mission and strategic goals. This helps ensure that effective and efficient execution of these goals is taking place. The course will review strategic organizational issues that assist the executive leadership to align activities with goals, thus enhancing the organization's long-term sustainability and impact.

BUSA 760 Advocacy and Public Policy 3
As governments make public policies that have significant impacts on human relationships of all types, those who desire God's justice and peace for the world make understanding and influencing policy a priority. Thus, this course prepares leaders to analyze public policy and assess and deploy appropriate strategies to engage the public and governments at all levels. First, students will evaluate historic models of public engagement to assess the roles and strategies of groups engaged in civil society. Students will also become familiar with the range of government policy instruments and strategies used in various national and political contexts. Second, coursework will emphasize developing critical analyses of the broad range of conceptual and strategic approaches to advocacy and utilizing and evaluating policy analysis tools. Students will compare critical policy needs in various countries and appraise the policy analysis tools and advocacy strategies surveyed. In order to approach advocacy from a uniquely Christian perspective, participants will examine the Christian witness to the state (at all levels) and evaluate the role followers of Jesus have in walking with the oppressed to seek justice for them. Case studies from a variety of Christian and secular organizations will highlight the various approaches used to influence policy and levels at which advocacy can occur.

BUSA 770 Advancement, Fundraising and Philanthrophy for the Nonprofit 3
This course will examine the timeless subject of philanthropy, beginningwith its Judeo-Christian roots, tracing its development through history, and culminating with research findings in contemporary philanthropy. Historical analysis of the role of money and giving in society will be balanced with a view of modern philanthropic developments. Challenges to voluntarism and philanthropy will also merit our attention. The aim of our study, debate, interaction, and reflection will be to engage the hearts, minds and souls of those on whom our institutions depend-the philanthropists-in order to find a commonality of vision that extends shared wishes and dreams. The domains, structure, and competencies of the modern development office will be explored and practiced.

BUSA 880 Collaborative Leaders and Partners 3
This course will cover the development of a philosophy of partnership and collaboration for the organization tying it to the concepts of servant leadership and organizational stewardship. Practical implications will be the conceptual and practical questions in the design, implementation and ongoing management of partnerships both with the internal stake holders and external organizations. Collaborative competencies and models of partnership between nonprofits and government, nonprofits and the church, and nonprofits and nonprofits will be examined.

Chemistry (CHEM)

CHEM 100 Chemical Foundations 2
This online course explores the fundamental skills necessary for success in a college chemistry course. For students preparing to enroll in CHEM 121: General Chemistry I in the Fall semester or CHEM 118: Chemistry for Healthcare in the Spring. Helpful for the pre-med student. Topics include the periodic table, compound formulas and naming, measurement, unit conversions, physical and chemical changes, solutions, calculations, and symbols. The course will also address appropriate study skills and pacing. Offered in Summer II Session.

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; microscopy; 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, and blood. 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. Offered in Fall.
Core Category: Natural Science

CHEM 111 Applied Chemistry: Air, Water and Energy 3
This is a one-term introductory chemistry course for general education and the middle level education major. Major concepts of modern chemistry are investigated in the context of their relevance to current environmental issues; including air pollution, ozone depletion, global warming, society's energy sources, water pollution, and acid rain. Chemical Topics include properties and states of matter, atomic structure and bonding, stoichiometry, spectroscopy, thermodynamics, nuclear reactions, electrochemistry, solutions, and acids and bases. Can be used as preparation for CHEM 118 or 121 for the allied health, biological studies, or environmental science major. Offered online in summer.
Core Category: Mathematics, Natural Science

CHEM 118 Chemistry for Healthcare 4
This is a one-semester course in foundational chemistry designed for nursing students and 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
Core Category: Mathematics, Natural Science
Corequisites: CHEM 118L

CHEM 118L Chemistry for Healthcare Lab 0
Corequisites: CHEM 118

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 100. Three hours lecture. CHEM 123 must be taken concurrently. For science majors. Offered in fall. Fulfills lab science requirement for science and math majors.
Core Category: Mathematics, Natural Science
Corequisites: CHEM 123

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. Honors Track offered for select students.Prerequisite: Minimum grade of C in CHEM 121. Three hours lecture. CHEM 124 W to be taken concurrently. For science majors. Offered in spring
Prerequisites: CHEM 121
Corequisites: CHEM 124 or CHEM 124W

CHEM 123 General Chemistry Laboratory I 1
Experiments are performed to introduce or illustrate concepts studied on CHEM 121. Foundational laboratory skills are practiced throughout the semester. Students prepare for lab sessions by articulating the purpose and key questions each lab exercise will address. Emphasis is given to careful measurement and recording of data in a laboratory notebook. Includes use of molecular modeling software and spreadsheet analysis as well as the use of SEM and FT-IR. CHEM 121 must be taken concurrently. Three hours laboratory

CHEM 124 General Chemistry Laboratory II 1
Experiments are performed to introduce or illustrate the concepts studied in CHEM 121 and 122. Emphasis is placed on careful recording and analysis of observations. CHEM 123 develops foundational laboratory skills. CHEM 124 includes an introduction to qualitative analysis, computer-interfaced data collection and scientific writing. CHEM 121 must be taken concurrently with CHEM 123 and CHEM 122 must be taken concurrently with CHEM 124. Minimum grade of C in CHEM 123 is prerequisite to CHEM 124. Three hours laboratory. Offered only to Esperanza College Students.
Corequisites: CHEM 122

CHEM 124W General Chemistry Laboratory II 1
Collaborative 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, digital data collection, and the use of AAS. This course is designated as a writing intensive course for science majors 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.
Prerequisites: CHEM 123

CHEM 130 Special Topics 1-3

CHEM 195 Preparation for Organic Chemistry 1
This fully online course engages the fundamental skills necessary for success in a study of sophomore-level organic chemistry I. For students preparing to enroll in CHEM 211: Organic Chemistry I in the Fall semester. Helpful for the pre-med student. Topics include the structure and interactions of molecules (Lewis structures, bonding, isomers, nomenclature, intermolecular forces, acids and bases), energy pathways, and 3-dim visualization with molecular modeling software. Offered in the Summer II Session.

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. CHEM 213W must be taken concurrently. Offered in fall.
Prerequisites: CHEM 122

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. CHEM 214 must be taken concurrently. Offered in spring
Prerequisites: CHEM 211

CHEM 213W 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. The course is designated as a Writing Intensive Course for science majors. CHEM 211 must be taken concurrently. Three and one-half hours laboratory.

CHEM 214 Organic Chemistry Laboratory II: Reactions 1
As a continuation of CHEM 213W, 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 213W. CHEM 212 must be taken concurrently

CHEM 230 Special Topics 1-4
Prerequisites: CHEM 212; BIOL 152

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. Offered fall in alternate years.
Prerequisites: CHEM 122 and CHEM 124W
Corequisites: CHEM 231L

CHEM 231L Quantitative Analysis Laboratory 0
Corequisites: CHEM 231

CHEM 304 Chemistry Laboratory Management 1
This course prepares students to work in forensics or industry, and for secondary education majors desiring certification in chemistry. Training includes stock room management, inventory updates and consumable ordering, waste disposal, and safety training. Students will contribute to first-year chemistry laboratory session instruction on selected techniques and practices. Three hours per week. May be combined with work-study scholarship.Prerequisites: junior class standing and permission of department

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. BIOL 152 is recommended. CHEM 322 must be taken concurrently. Offered in fall.
Prerequisites: CHEM 212; BIOL 152

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, protein synthesis, and the architecture and function of sensory systems and molecular motors. Three hours lecture. Offered in Spring.
Prerequisites: CHEM 320

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 enzymefunction 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 330 Special Topics 1-4

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. Offered spring in alternate years.
Prerequisites: CHEM 320, BIOL 311 and PHYS 152 or Instructor Consent

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. Offered online.
Prerequisites: CHEM 212 or Instructor Consent

CHEM 360 Advanced Organic Chemistry 3
This course is designed to expand the understanding of the principles of organic chemistry, with an emphasis on modern physical organic chemistry, building on the fundamental concepts developed in CHEM 211 and CHEM 212. The topics include qualitative molecular orbital theory, structure of stable organic molecules and reactive intermediates, thermodynamic analysis of acids and bases, modern concepts of stereochemistry, energy surfaces and kinetic analysis, strategies of catalysis, and a brief introduction to organometallic chemistry. The course will be completed with the discussion of organic reaction mechanisms. Offered spring in alternate year.
Prerequisites: CHEM 212

CHEM 380 Instrumental Analysis 4
Lecture meetings include discussion of the theory, design and func?tion of common analytical instrumentation in modern industrial and research laboratories. Laboratory work provides extensive 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, three and one-half hours laboratory. Offered Spring in alternate years.
Prerequisites: CHEM 211 and CHEM 213W
Corequisites: CHEM 380L

CHEM 380L Instrumental Analysis Laboratory 0
Corequisites: CHEM 380

CHEM 390 Thermodynamics & Kinetics 4
The laws of thermodynamics are described and 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 supporting substantive claims; and the use of advanced instrumentation, symbolic math programming, and molecular modeling. Three hours lecture, four hours laboratory. Offered in Spring in alternate years.
Prerequisites: CHEM 122, PHYS 152 and MATH 160

CHEM 390L Thermodynamics, Kinetics Lab 0

CHEM 400 Directed Study 1-3

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. A series of speakers from the industry will give seminars. Three hours lecture. Prerequisites: Minimum grade of C in CHEM 212 and CHEM 214. Open to science majors, and completes a minor in chemistry. Offered in alternate years.
Prerequisites: CHEM 212 and CHEM 214

CHEM 411 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. Three hours lecture; three hours laboratory. Offered every other fall.
Prerequisites: CHEM 122, PHYS 152 and MATH 161
Corequisites: CHEM 411L

CHEM 411L Quantum Chemistry Laboratory 0
Corequisites: CHEM 411

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. CHEM 425W is designed to follow CHEM 420.
Course is Pass/Fail

CHEM 425W 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.
Prerequisites: CHEM 420 or CHEM 495

CHEM 450 Chemistry Seminar 1
This one-credit seminar 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 Christain worldview. By applying these ideas, issues in origins, bioethics, and environmental stewardship will be critiqued.

CHEM 495 Internship 2-12
All work internships must be pre-approved. An internship can be laboratory work in a chemical company, government lab or hospital; work as a technician in a pharmacy or other healthcare provider; or work on the business side of a chemical company- depending on the student's degree program. Work will be evaluated by the on-site supervisor and graded on a P/F basis. A literature research paper dealing with a process, procedure or topic encountered during the cooperative experience is required. With the supervisor's approval the paper is to be presented in CHEM 425W following the completion of CHEM 495. Hours credit will be determined by the department. My be taken more than once.
Course is Pass/Fail

CHEM 498 Teaching Assistant 1-3

CHEM 499 Research Assistant 1-3

Christian Counseling (COUN)

COUN 550 MTS Research in Christian Counseling 3

COUN 620 Theory and Practice of Christian Marriage Counseling 3
Studies in pastoral care shows that pastors are usually the first professionals congregation members turn to when they experience difficulties. Research also shows that marriage and family issues rank as one of the top two categories that pastors are asked to respond to. This course will equip pastors and counselors with concepts and skills to minister effectively to couples experiencing marital difficulties, integrating both biblical principles and family systems theory. Students will learn to assess the immediate situation and possible generational issues in formulating their response, as well as recognizing when to refer. Students will also be challenged to deepen their ability to be self-reflective and how to use this as they counsel couples.
Prerequisites: PRMN 510
Course may be offered for audit

COUN 625 Ministry Among Immigrant Populations 3
Immigrant populations have increased in number and presence in the United States. They have been part of the history of this country since its origins. Theological reflection and the practice of a Christian ministry need to respond to these changes in US society. This course will reflect on the experience of immigrants in the US and the factors that characterize the experiences of immigrant groups in this country. A special emphasis will be given to theological and biblical reflections that will prepare seminarians for a ministry that considers the presence and contributions of immigrant groups and families in our communities.
Prerequisites: BIBL 501, BIBL 503, and PRMN 510
Course may be offered for audit

COUN 650 Independent Study in Christian Counseling 3-6
Independent reading set up by consultation between professor and advanced student. Specific objectives leading to deeper insights into counseling theory and practice are pursued in regular conference. Enrollment by permission of professor.
Prerequisites: PRMN 510

Christian Heritage and Mission (CHHM)

CHHM 510 The Church in Mission Through History 3
The purpose of this survey course is to introduce the study of Christian Heritage and Mission in such a way that church history is understood in light of God's mission and God's mission is understood in light of church history. The theoretical scope of this course is tremendous; it covers 2000 years of human history on six continents. It will be made more manageable through learning-centered teaching methods and by focusing on a limited set of themes, geographical regions, and time periods which were most influential for subsequent developments in the church's mission. Students will also be exposed to a variety of historical writings such as biographies, historical theology, social history, and even historical fiction. Its purpose is to introduce students to a broad area of study so that they can choose subsequent courses to take in the area of Christian Heritage and Mission. A deliberate effort will be made in the assignments for this course to help students to see the connections between contemporary church life and the history of Christian mission in earlier eras.

CHHM 510A Church in Mission Through History: Part 1 1.5
The purpose of this survey course is to introduce the study of Christian Heritage and Mission in such a way that church history is understood in light of God's mission and God's mission is understood in light of church history. The theoretical scope of this course is tremendous; it covers 2000 years of human history on six continents. It will be made more manageable through learning-centered teaching methods and by focusing on a limited set of themes, geographical regions, and time periods which were most influential for subsequent developments in the church's mission. Students will also be exposed to a variety of historical writings such as biographies, historical theology, social history, and even historical fiction. Its purpose is to introduce students to a broad area of study so that they can choose subsequent courses to take in the area of Christian Heritage and Mission. A deliberate effort will be made in the assignments for this course to help students to see the connections between contemporary church life and the history of Christian mission in earlier eras.

CHHM 510B Church in Mission Through History: Part 2 1.5
The purpose of this survey course is to introduce the study of Christian Heritage and Mission in such a way that church history is understood in light of God's mission and God's mission is understood in light of church history. The theoretical scope of this course is tremendous; it covers 2000 years of human history on six continents. It will be made more manageable through learning-centered teaching methods and by focusing on a limited set of themes, geographical regions, and time periods which were most influential for subsequent developments in the church's mission. Students will also be exposed to a variety of historical writings such as biographies, historical theology, social history, and even historical fiction. Its purpose is to introduce students to a broad area of study so that they can choose subsequent courses to take in the area of Christian Heritage and Mission. A deliberate effort will be made in the assignments for this course to help students to see the connections between contemporary church life and the history of Christian mission in earlier eras.
Prerequisites: CHHM-510A (Church Mission Through History)

CHHM 530 Christian World Mission 3
An interdisciplinary introduction to the Church in mission around the world. Overview of the biblical and theological foundations for Christian mission and the historical development of models of missionary practice in light of anthropological and sociological perspectives. Analysis of key contemporary issuesdetermined by the emergence of non-Western churches and the new local and global partnerships required to face obstacles and opportunities in the current century.

CHHM 530A Christian World Mission: Pt 1 1.5
An interdisciplinary introduction to the Church in mission around the world. Overview of the biblical and theological foundations for Christian mission and the historical development of models of missionary practice in light of anthropological and sociological perspectives. Analysis of key contemporary issues determined by the emergence of non-Western churches and the new local and global partnerships required to face obstacles and opportunities in the current century.

CHHM 530B Christian World Mission: Pt 2 1.5
An interdisciplinary introduction to the Church in mission around the world. Overview of the biblical and theological foundations for Christian mission and the historical development of models of missionary practice in light of anthropological and sociological perspectives. Analysis of key contemporary issues determined by the emergence of non-Western churches and the new local and global partnerships required to face obstacles and opportunities in the current century.
Prerequisites: CHHM-530A (Christian World Mission)

CHHM 570A Diakonia: Missional Service - Part 1 3
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

CHHM 570B Diakonia: Missional Service - Part 2 3
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: CHHM-570A

CHHM 570C Diakonia: Missional Service - Part 3 3
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.
Prerequisites: Prerequisites: CHHM-570A and CHHM-570B

CHHM 580A Diakonia: Missional Service - Part 1 2
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. The Openseminary prologue consists of 12 weeks of online readings, assignments, and discussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

CHHM 580B Diakonia: Missional Service - Part 2 2
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.
Prerequisites: CHHM-580A (Diakonia: Missional Service)

CHHM 580C Diakonia: Missional Service - Part 3 2
This module focuses on a biblical-theological vision for the missional nature of Christian faith and the patterns of life, action and speech which that requires. We identify the importance of this for an understanding of the nature of the Church and its perceived mission in other times and places. Learners form a vision for incarnational service in, with and through the church, in dialogue with social and cultural factors that contribute to ministry in the 21st century. The learner will identify and develop personal postures, approaches, and capacities that support effective, confident cultivation and leadership in missional communities. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.
Prerequisites: CHHM-580B (Diakonia: Missional Service)

CHHM 612 Christian Church & Its Future in America 3
This course will look at the major movements of the 20th century and how those movements have evolved or dissipated in the 21st century. When Will Herzog wrote his classic Catholic, Protestant, Jew these groups have been more homogenous and dominant. Later on the 20th century evangelicals have spoken with a more unified, conservative voice in theological matters while the African-American Church was a social movement for morality and social reform. Currently, the non-denominational church is increasing in size, the denominational churches are decreasing in size and influence, the impact of the African-American Church is questioned and the ethnic churches are proliferating. While we are rejoicing greatly at the growth of the international church, the emphasis of this course will be on the church in the USA.

CHHM 617 Missions Among the Next Generation 3
Today's civil rights movement has decentered churches. Participants in the Black Lives Matter movement are younger and less religious than traditional civil rights advocates. This decentering is part of a larger change that is creating a unique challenge and opportunity for the church. At stake is the faithful transmission of faith to the next generation, to which the church's failure to respond may impact the survival of institutional evangelicalism. Understanding the contours of this shift and its implications is strategically important for missional pastors. This course will equip pastors to be more effective in evangelizing and ministering to the next generation.

CHHM 621 Christus Victor and Spiritual Warfare The Evil Forces 3
What is spiritual warfare? Does it happen in far-off jungles, urban centers, or suburbia? Is there a possibility that we have domesticated the work of the Devil in our society? Commonly speaking, people consider exorcisms, witch doctors, and casting spells as evidence of spiritual warfare. But there are far more arenas in our Christian life in which the Devil is trying to find a foothold. This course is intentionally called "Christus Victor" because we believe that Jesus triumphed over the Devil on the cross and that he wants us to live in the freedom that comes from that triumph. In this course we will examine the concept of spiritual warfare in both expected and unexpected venues.

CHHM 628 African American Women in Church History 3
There are always multiple stories in history and while the story of men has more often been told, other stories do exist. This course will explore the story of African American Women. From enslaved women who heard a word of hope even when the preacher was not offering hope, to women today who hear a call for service and answer the call even when the opportunities to serve appear limited, African American women have been faithful. These women have been thread pullers, women who pull the threads of faith forward, and who have sought to improve the lives of the communities in which they lived. In this course we will meet well known and little know women who have made vital contributions to church and the work of the church in the 19th, 20th, and 21st centuries. This historical rooting will give students an additional lens through which to view other sociological, political, economic, and even theological movements that existed during this time period.
Prerequisites: CHHM-510 minimum grade C-

CHHM 640 Ministry on the Borderline: Tijuana 3
This course is designed to give the student an understanding of immigration and US policy. Though it will look at immigration and refugee issues in general, it will focus special attention on our border with Mexico with a week-long trip to Tijuana during Spring Break. The course will provide many opportunities to engage with the stories of immigrants, asylum seekers and deportees, learning the reasons for their decision to emigrate, the obstacles they have faced along their journeys, and the hopes they hold on to for their futures. The latter part of the class will consist of processing these experiences and seeing how what is learned might be incorporated into congregational and community ministries. Despite our immigrant roots as a country, our national dialogue about immigration has had a tendency to dehumanize those coming to the US in search of a new beginning. This course seeks to re-humanize our image of the sojourners who seek a new home with us, to connect their stories with our own, and to encourage church leaders to act first with compassion as we seek to fulfill Christ's command to welcome the stranger. The course meets once a week in either on-ground or online sessions during the semester, and participation in the trip to Tijuana is required.

CHHM 641 Crossing Borders, Welcoming Strangers: Understanding Immigration 3
This course provides an understanding of immigration and US policy, with special attention on the border with Mexico. Students will engage with the stories of immigrants, asylum seekers and deportees, learning the reasons for their decision to emigrate, the obstacles along their journeys, their hopes for the future, and then incorporate these learning into ministries with congregations and communities. This course re-humanizes the image of the sojourners and encourages church leaders to act first with compassion to fulfill Christ's command to welcome the stranger.

CHHM 651 Independent Study/Research in Christian Heritage 3
An independent study course for advanced students who desire to undertake intensive, independent research in one or several areas related to Christian Heritage. By permission and agreement with an appropriate instructor.
Prerequisites: CHHM-510 minimum grade C-

CHHM 660 Special Topics 3

CHHM 660A Special Topics: 20th Century Reformers and Revolutionaries 3
When you think of people who have changed the world in the 20th century, who comes to mind? Revolutionaries such as Lenin, Mao, Mandela, Malcolm X, and Che Guaverra were willing to overthrow the existing systems, while Reformers such as Karl Barth, Martin Luther King Jr., Pope John XXIII and Pope John Paul II, were willing to transform or change the existing systems. Will the 21st century be populated by revolutionaries or reformers? When you think of yourself, with whom do you align and how do you justify that alignment biblically?
Prerequisites: CHHM-510; BIBL-501 or BIBL-503

Communication Studies (COMM)

COMM 101 Foundations of Communication 3
An introduction to the study of human communication. The nature of communication, how it works and the role it plays in human social relations is introduced and applied to the major contexts of communication: interpersonal, small group, presentational speaking, organizations, mass media and cross-cultural.
Core Category: Human Behavior

COMM 104 Introduction to Human Communication Relational Communication 3
This course introduces the nature of human communication as elucidated by the social sciences as well as philosophy and theology. We explore the role communication plays in the construction and management of meanings, identities, values, cultures, and relationships in various contexts. The goal is to understand both how communication operates and how it can optimally foster the good of individuals, relationships, and society.

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 120 Public Speaking 3
This course introduces students to the theory and practice of public speaking. Students are encouraged 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 122 Business Communication 3
This course prepares students to communicate effectively in professional business contexts. Emphasizing written, oral, nonverbal, and digital communication, students will develop the skills necessary to compose professional emails, reports, memos, and deliver effective presentations. Students will also explore strategies for successful communication in interviews, meetings, and collaborative settings. Special attention will be given to tone, clarity, audience adaptation, and professionalism in digital communication.

COMM 130 Special Topics 1-3

COMM 140 Campus Radio 1
Eastern University offers a 24/7 student-run radio station, "Studio 1300," providing students with training in radio production and a platform for community connection and entertainment, equipping them to become competent, creative, and ethical communicators.
Course may be offered for audit
May take Pass/Fail

COMM 145 Digital Media Fundamentals 3
The primary objective for this communication studies course is to introduce students to the core technologies fundamental elements available for media production. Students will gain a basic understanding of the production process as well as hands-on exposure to the production tool including cameras, audio recorders, digital editors, web design, digital storage, and lighting. Students will explore the theory behind obtaining quality media recording, learn about the best practices of use of these technologies and examine the benefits and detriments of each tool. Students will learn how to use these tools in order to produce an idea from script to screen. This course will be conducted in a hands-on workshop atmosphere. Digital Media Fundamentals prioritizes "craft" and technique over "content" in order to prepare students for the future courses in which they will be exposed to the inner workings of creating visual content. The goal is to equip students and understanding of technology, terminology, and best practices to prepare them as they develop into creative, successful and efficient storytellers.

COMM 155 Design for Digital Media 3
This is a hands-on course for students to learn design fundamentals and apply them to a range of digital media assets using industry-standard tools. Students will be introduced to the principles and elements of design, graphic design terminology and theory, and digital media creation. Through the use of open-source creative software, students will explore layout, composition, typography, and motion graphics to develop engaging visual content for digital platforms. This course will also examine ethical considerations in digital design, including image manipulation, copyright, and accessibility. Students will complete creative projects that demonstrate their understanding of design through the production of digital assets for social media, marketing campaigns, and multimedia storytelling. This course is designed for non-Graphic Design students in any major.

COMM 201 Interpersonal Communication 3
This course examines interpersonal communication dynamics and conflict management strategies in personal and professional contexts. Students will explore communication theories, relationship development, and the role of culture and emotion in interactions. The course integrates conflict analysis, negotiation techniques, and mediation skills to develop competencies in conflict prevention and resolution. Through experiential learning and case studies, students will enhance their ability to navigate difficult conversations, communicate across diverse relationships, and transform conflicts into opportunities for collaboration and growth.
Prerequisites: COMM 101

COMM 203 Group Communication & 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 are also emphasized.

COMM 211 Sports Communication 3
This course introduces students to the dynamic field of sports communication where they will explore the ways in which sports are communicated through journalism, broadcasting, media relations, and social media marketing. Students will examine the role of communication in professional sports, intercollegiate athletics, and the broader sports industry, gaining insight into the relationships between athletes, teams, media professionals, and audiences. Through case studies, hands-on projects, and critical discussions, students will develop an understanding of key principles and best practices in sports journalism, sports broadcasting, sports public relations, and digital content creation.
Prerequisites: It is recommended that students take COMM 101, but not required.

COMM 215 Writing for the Media 3
This course is an introduction to writing for various forms of media - print and online, radio and television, public relations and advertising - focusing not only on the written word but also on the use of sound (music, video clips, sound bites, interview snippets) and vivid images to enhance a multimedia story. We will concentrate on appropriate writing style, basic writing formats, and writing terminology for print, online, and broadcast media, as well as on creative development of feature stories and broadcast programming. This class also considers the importance of critical thinking about the audience.
Prerequisites: comm-105

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.
Core Category: Arts and Literature
Prerequisites: comm-105

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 in 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.
Prerequisites: comm-215

COMM 225 Journalism Fundamentals 3
This introductory course focuses on why journalism matters in our society and how it functions, including the key elements of responsible reporting and the various forms of contemporary journalism. Designed not only for students interested in pursuing journalism at Eastern or in their careers, this course is also for anyone who is curious or concerned about the state of the news media and wants to become a more responsible, critically aware citizen.

COMM 230 Special Topics 1-3

COMM 230C SpTop: Multimedia Story Creation 3
The primary objective for this course is to introduce students to the elements of effective multimedia storytelling. Students will gain an appreciation for digital storytelling as a project process, as well as their role in this process. Students will learn how to research story ideas, interview sources, design compelling stories, and produce story narratives in multiple media formats. Note that students who take this course must have already completed - or be currently enrolled in - one hands-on, media-specific course in the Communication Studies department. This course will require students to apply their hands-on media knowledge and skills to create compelling multimedia stories.

COMM 235 College Newspaper Practicum 1-3
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, depending on level of responsibility: 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: COMM 215 or COMM 225 (or permission of the instructor).
Prerequisites: COMM 225 is recommended prior to taking this course, but isnot required.

COMM 236 Media Agency 3
This course is an environment for students to practice the skills in media production with clear client-based outcomes. Students learn "on the job" building media assets or managing the agencies themselves. Students will work in one of four areas- Video Production, Audio/Radio production, Journalism and Social Media management. Students will create a leadership structure bonded to projects from external clients and internal campus media outlets. Specific instruction will dovetail to the media agency needs but the core of the course focused on leadership, teambuilding, project planning and execution, and the media production process.

COMM 240 Rhetoric & Persuasion 3
Since the time of the ancient Greeks, persuasion has been studied and practiced in light of the art of rhetoric. In modern times, social scientists have examined the psychology of influence. This course introduces ancient and contemporary theories and strategies of persuasion found in a wide variety of public discourse. The objective is to increase skill in critically analyzing and evaluating persuasive messages.
Prerequisites: COMM 120 is recommended prior to taking this course, but isnot required.

COMM 242 Sports, Media, & Society 3
This course examines the ways in which mediated communication has shaped our nation's obsession with sports and athletic competition. It includes both historical and contemporary perspectives on sports media's unquestionable influence on our culture. From the 20th Century explosion of sport as a recreational pastime to today's digital and social interaction between fans, teams and sponsors, the impact of sports on our society is pervasive. As the course traces the evolution of sports media through newspapers, magazines, radio, TV, online and social media, it will integrate a focus on race, gender and sexuality in sports.
Prerequisites: COMM 101

COMM 246 Photography 3
Photography will expose students through lecture and lab to a variety of photographic implementations as well as build a basic understanding of photography as art and craft. Students will learn the technical skills needed to operate a DSL camera including the exposure triangle, lens uses and lighting needs through rigorous application. They will work with state of the art photo editing software. Students will practically apply those skills to a variety of project which will culminate in professional presentation and exhibition.

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.
Core Category: Cultural Perspectives

COMM 262 Career and Professional Development I 1
Students in this course will increase their self-awareness, coming to better understand what motivates them, what's important to them (values), and what talents and strengths they possess that they can use in their professional field of interest. Students will be asked to share their new-found understanding of themselves through accomplishment stories. Students will reference their accomplishment stories in their cover letters, resumes, LinkedIn profiles, online portfolios, interviews, and more. After looking inward to create these stories, students will look outside of themselves to grow in their understanding of various occupations and industries within their chosen professional field of communication. Students will learn about the potential job roles in this academic field of study, as well as the job responsibilities associated with them. Through assigned research, students will come to better discern which industries and occupations align the best with their values, skills, strengths, and interests.

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 285 Introduction to Communication Research Methods 3
A survey of the research methods employed in the study of communication and its effects. Emphasis is on the assumptions on 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.
Prerequisites: COMM 280 is recommended prior to taking this course, but isnot required.; COMM 101

COMM 290 Production Practicum 1
This course provides the student the opportunity to apply and get additional practice in what he/she has learned through service learning in an organized production practicum.

COMM 295 Field Practicum Communications 1
Students will either participate in a major in-house project which involves industry professionals or be matched with an agency/organization within the community for exposure to the field of digital communication in the areas of digital media or strategic communication and be involved in how the agencies/organizations service participants in their external environment.
Prerequisites: Prerequisite COMM-105
Course is Pass/Fail

COMM 300 Pop Culture & Public Influence 3
In this course, students learn how to recognize and analyze the rhetorical dimensions of various forms of popular culture, from advertising messages to prominent speeches, and from public monuments to diverse forms of entertainment. Applying an array of critical tools, students uncover and evaluate the ways in which popular culture shapes worldviews, ideologies, and actions in society.

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 this communication both influences and is influenced by organizational structures and practices.

COMM 306 Play-By-Play Broadcasting 3
This course prepares students for live sports broadcasts on radio or TV. It teaches them about the research and preparation necessary to engage in a successful broadcast as a play-by-play announcer or color commentator. It also emphasizes the need to keep accurate statistics during a game and deliver them to audiences with useful context and human interest. Students in this course will continually practice how to announce live sports events for Eastern University's teams, as well as professional sports teams.
Prerequisites: COMM 211

COMM 312 Sports & Faith 3
Faith and spirituality are unique to each individual. Participation and observation of sports can be described for some people and communities as a system of belief and practice. This course explores the intersection of faith, particularly Christian principles, and sports, examining how faith influences both athletic performance and the broader world of sports. Students will engage with biblical teachings, theological reflections, and practical applications to understand how faith shapes the lives of athletes, coaches, and fans. The course will consider how Christian-centered beliefs impact the athletic experience, from individual performance to leadership, coaching, and sports communication. Additionally, it will examine the fan experience and how fandom can be both influenced by and influence faith. By studying the role of organized sports as a vernacular religious system, students will gain insights into how faith integrates into the athletic world, equipping them with the knowledge and skills to communicate effectively about faith in sports, both within and outside the Christian community.
Core Category: Theology

COMM 320 Media and Culture 3
This course explores the connections between media and culture on two levels: media ecology and cultural studies. The first part concerns how the emergence of each new form of media -- literacy, typology, electronic media, and now digital media - has revolutionized cultural consciousness and social relations. The second part addresses how media content reinforces or challenges power relations among particular sociocultural groups and identities.
Prerequisites: Take COMM-105

COMM 321 Advanced Public Relations 3
This course is designed for advanced public relations students who know the basics and are poised to think analytically, strategically, and practically about implementing public relations practices, techniques, and campaigns. Using case studies and analyzing current events, students will not only be exposed to real-time PR in motion, but will also be able to identify the specific audiences public relations seeks to reach, characteristics of each audience, the tactics that are best suited to reach that audience and how various media - including social media - play integral roles in a comprehensive campaign. Prerequisite: COMM 221.
Prerequisites: Take COMM 221

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. .

COMM 330 Special Topics 1-3

COMM 331 Social Media in Organizations 3
This course explores relationships between social media use and organizational communication in four main areas: 1) How organizations use social media to communicate with external stakeholders, 2) How organizations use social media to facilitate internal communications processes, 3) Challenges organizations face in using social media tools to accomplish their goals, and 4) How social media may shift traditional conceptions of organizations and organizing. Readings and discussions examine issues of privacy, power, knowledge management, and innovation in organizations' social media practices. Through course assignments, students engage with the latest social media tools and explore their use in developing social media campaigns.
Prerequisites: Take COMM 104 and COMM 105

COMM 345 Digital Media Production II 3
This hands-on course is designed to provide students with rigorous practice of video and audio production techniques. Students will gain an appreciation for digital storytelling as a project process, as well as their role in that process. Students will learn how to research story ideas, interview sources, design compelling stories, and produce story narratives in multiple media formats. Students will apply communication theories to the practice of media production. This course will require students to apply their hands-on media knowledge and skills to create compelling multimedia stories. Students will explore non fiction storytelling through a variety of lenses. Students will hone their video and audio production skill enhancing expertise in motion graphic, advanced editing techniques, and converging media.
Prerequisites: COMM 145 and COMM 155

COMM 351 Digital Storytelling 3
Narratives are fundamental to human culture and experience. We tell stories to impart knowledge, entertain, sell products or services, convey important values, transform society, etc. Digital storytelling is the practice of using computer-based tools to tell stories through some combination of images, text, audio narration, video, sound effects and/or music. The course introduces you to fundamentals of effective digital storytelling. Through practice-based assignments, students apply this knowledge to construct digital stories that strategically connect with target audiences.

COMM 353 Podcasting 3
This hands-on course will teach students the fundamental skills of audio storytelling through podcast creation. Students will select a topic for their podcast series and follow the real-world process of professional podcasters to produce their own podcast episodes in various formats - interview, scripted narrative, and conversational/co-hosted programs. Students will learn the technical essentials of professional sound recording and editing using microphones, digital audio recorders and audio editing software. They will examine revenue-generation opportunities, including advertising and sponsorship, while considering the ethical implications of both. They will also learn how to use social media to engage with audiences and develop a brand for their personal podcast series. Students will leave the course having established a podcast presence that they can continue to grow and cultivate. They will possess the technical skills and ethical sensibilities necessary to use the power of podcasting to make a better world.

COMM 356 Remote Production and Editing 3
The primary objective for this communication course is to introduce students to the fundamentals of video and film production, specifically remote single/multi camera recording and video editing. Students will gain a basic understanding of video editing concepts as well as hands-on exposure to the editing process. Students will participate in a variety of non-studio based shoots including event, music, interviews, news and sports. Students will learn how to operate DaVinci Resolve in la hands-on workshop atmosphere. The goal of the course is to equip the student with a variety of recording editing skills and an awareness of the theory of editing and its practice within industry standard nonlinear editing software.

COMM 361 Digital Media Production 3
This course introduces students to the basic principles of photography, design, and film/video production techniques. This will include: principles of design, basics of cameras, lenses, exposure, microphones, location sound, editing and other post-production techniques. Students learn proper care and maintenance of equipment, use of editing and sound programs, and current digital production techniques. Prerequisite: COMM 351.
Core Category: Arts and Literature

COMM 362 Career and Professional Development II 1
Students in this course learn to think like an entrepreneur and take a leadership role in their career management process. Students come to understand that thinking like an entrepreneur means to be continually scanning the environment for opportunities, examining one's own capabilities, seeking out additional training and education to remain current, and networking continually to grow one's contact list. Students will perform a Senior Skills Presentation where they showcase for the Communication Studies faculty their 30-second elevator pitch, their knowledge of key trends in their chosen industry/occupation, their positioning of their strengths in the employer's frame, and their most notable portfolio items to demonstrate their competencies. Students also hone their LinkedIn profile and Wordpress portfolio site to tell a compelling story of their accomplishments.
Prerequisites: COMM 262

COMM 375 Communication - IMC 3
This course will provide students with both a theoretical and practical understanding of integrated marketing communication (IMC). IMC is focused on delivering a unified and consistent message to a target audience across all promotional mix elements. Given the modern media marketplace, this course gives special attention to IMC in the digital age. Students in this course will learn about IMC by participating in a team-based IMC campaign project for a real-world client - namely, (client TBD).

COMM 381 Event Management 3
The primary objective for this Introduction to Event Management course is to introduce students to the practice of event planning through the frame of communication theory. Students will come to understand how communication competence significantly impacts the event planning process. They will do so through the course's problem-based learning (PBL) design approach. Students will work in small groups to solve real-world problems that Event Planners would realistically encounter. In following this PBL approach, students will engage in self-directed learning to find information they need to synthesize, evaluate and apply to actual event-based issues. As a result, students will apply theory to practice, solving complex problems that will prepare them to anticipate and address similarly challenging situations in the field.

COMM 382 Solutions Journalism 3
At the intersection of communication and social justice lies a form of journalistic storytelling that can improve lives and transform communities. This type of storytelling is done with a critical consciousness that exposes oppressive systems and structures, examines their impacts, and considers viable solutions. Compelling storytelling of this kind invites us to acknowledge our shared humanity. It is called solutions journalism. This course teaches students how to research, report and write solutions journalism (SoJo) stories about pressing social problems. It leads them step-wise through the SoJo reporting process, giving them a hands-on understanding of how to engage in this type of rigorous journalistic storytelling. Students will emerge from the course educated and empowered to produce SoJo stories that contribute to positive social change.
Prerequisites: COMM 225

COMM 400 Directed Study 1-3

COMM 480W Senior Seminar 3
The purpose of the culminating senior experience in Communication Studies is to engage in primary research on a self-selected communication topic, in conversation with published scholarship. 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.
Prerequisites: Take COMM-280 and COMM-285

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.

COMM 498 Teaching Assistant 1-3

COMM 499 Research Assistant 1-3

Computer Science (CSCI)

CSCI 110 Computer Literacy 3
The course introduces computer hardware and software within a focus on microcomputers. Emphasizing hands-on experience with commonly used software packages, the student learns the basics of word processing, spreadsheets and databases.
Core Category: Mathematics

CSCI 130 Special Topics 1-3

CSCI 150 Introduction to Programming Concepts 3
This course will teach students the introductory skills of programming, problem solving and algorithmic thinking. It has a liberal arts focus, rather than a vocational one. Topics include variables, input/output, conditional statements/logic, Boolean expressions, flow control, loops and functions.
Core Category: Mathematics

CSCI 175 Introduction to Computer Science 3
This course will teach students the introductory skills of programming, problem solving and algorithmic thinking in Python. Topics include variables, input/output, conditional statements/logic, Boolean expressions, flow control, loops and functions.
Core Category: Mathematics

CSCI 200 Introduction to Computer Programming 3
An introduction to computer programming using the Java language. The course will teach the concepts of problem solving and procedural design, and will introduce object-oriented programming through the use of Java. Students will learn to design, code, test, debug and document computer programs.
Core Category: Mathematics
Prerequisites: Take CSCI-175 with a minimum grade of C

CSCI 201 Data Structures 3
This course is a continuation of CSCI 200 with a focus on objects, classes, and data structures in Java. Students will learn the implementation and use of Java objects to represent mathematical objects, as well as abstract data types in Java programs.
Prerequisites: CSCI-200; Minimum grade C

CSCI 210 Contemporary Applications in Computers 3
This course is an overview of contemporary computer issues as it applies to current business procedures. The course emphasizes hands-on experience with common desktop and internet-based software for creating technology- enhanced projects. Using advanced internet search techniques and evaluation of sources will also be a component. An important theme of this course also considers the ethical implications of technology's usage, and how technology relates to a Christian worldview.
Core Category: Mathematics

CSCI 230 Special Topics 1-3

CSCI 250 Databases 3
This course covers database design, database management systems, and database models, particularly relational databases. Student will learn query languages including SQL and postgreSQL, as well as database implementation and management.

CSCI 310 Networking 3
The theory and practice behind computer networking design and implementation, particularly related to the internet. Topics include: structure and components of computer networks; routing, addressing, packet switching; network protocols; flow and error control; local area networks; network security.
Prerequisites: Take CSCI-200; MINIMUM GRADE C

CSCI 320 Operating Systems 3
A study of the techniques and algorithms of operating systems, and implementation of these algorithms. Topics include computer organization; processes, synchronization, scheduling; I/O; memory management; file systems.
Prerequisites: Take CSCI-201; MINIMUM GRADE C

CSCI 325 Programming Languages 3
An introduction to the theory, design, and implementation of programming languages - the course covers the general concepts common to all programming languages. Language types (functional, procedural, object-oriented, scripting) are compared and implementation strategies are discussed.
Prerequisites: Take CSCI-201; MINIMUM GRADE C

CSCI 330 Special Topics 1-3

CSCI 340 Software Engineering 3
This course highlights various technological updates of recent years and provides students with highly relevant and current information as it pertains to the practice of software development. The topics addressed within course include the areas of Software Engineering best practices, dependability & security, advanced Software Engineering concepts, and software management. The course strives to set students on the journey to becoming the innovators of tomorrow and to create software that will make our world a better, safer, and more advanced place to live. The course is an introduction to Software Engineering covering development life cycle models, requirements analysis and specification design concepts and methods, testing, maintenance, CASE tools and management concerns. Additional topics may include reuse metrics, experimentation, reengineering, development environments, and standards.
Prerequisites: CSCI 200

CSCI 360 Computer Architecture 3
The organization and design of computer systems hardware: processor design, memory design, I/O devices, and the software/hardware interface. Includes assembly language programming, programming in C, data representation and computer arithmetic, boolean algebra.
Prerequisites: Take CSCI-201; MINIMUM GRADE C

CSCI 400 Directed Study 3

CSCI 405 Artificial Intelligence 3
This course examines algorithms and systems that can learn without being explicitly programmed. Topics include: clustering, classification, prediction, supervised learning, unsupervised learning, decision trees, support vector machines, random forests, and regression. The course begins with an overview of machine learning systems, then escorts students through an end-to-end machine learning project example involving regression. Classification systems are considered and the metrics used to evaluate classifiers are discussed. The training of linear models is discussed, with special attention paid to closed-form solutions and gradient descent algorithms.
Prerequisites: Take CSCI-201; MINIMUM GRADE C

CSCI 410 Analysis of Algorithms 3
A study of algorithms and methods of analysis of their complexity: asymptotic analysis of complexity, searching and sorting algorithms, language processing algorithms, NP-completeness. Prerequisite: CSCI 201, MATH 161

CSCI 450 Applied Computer Science 3
This course serves as a capstone for the Computer Science Major. Students will propose and create an end-to-end custom project. Prerequisite: CSCI 405

CSCI 495 Computer Science Internship 2-12

CSCI 498 Teaching Assistant 1-3

Counseling Psychology (CNSL)

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

CNSL 505 Ethics and Professional Development 3
This course provides a comprehensive orientation to counseling and behavioral consultation practice, including history, roles, organizational structures, standards, and credentialing. It includes an in depth study of ethics for counseling and behavioral consultation professionals and an exploration of multicultural and social justice considerations in counseling and behavioral consultation practice.

CNSL 506 Ethics and Professional Development 3
This course provides a comprehensive orientation to counseling and behavioral consultation practice, including history, roles, organizational structures and credentialing. It includes an in-depth study of ethics for counseling and behavioral sonsultation professionals and an exploration of multicultural and social justice considerations in counseling and behavioral consultation practice. This course partially fulfulls the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This couse requires students to purchase training modules which helps them prepare for the BCBA exam. Students subscribe to the modules and use them throught several of their ABA courses.

CNSL 511 Lifespan Development 3
This course will review current research in human development across the lifespan. It is a study of the developmental changes that occur from conception to death. Special emphasis is given to significant developmental milestones that impact the counseling relationship.

CNSL 513 Group Dynamics and Counseling 3
This course is designed to provide a theoretical and practical understanding of the psychology of group dynamics, group behavior and group processes as applied to group counseling in a multicultural society. Participation in an in-class group experience is required.

CNSL 518 Psychopathology and Diagnosis 3
This course is an advanced study of abnormal human behavior, including a description of symptoms, causes, and treatment. An emphasis is placed on study of the DSM-5-TR along with case presentations. A Christian view of suffering and pathology is provided. Grade of B or better required.

CNSL 527 Social and Cultural Foundations of Counseling Practice 3
This course is designed to introduce students to a critical examination of the issues, perspectives, and challenges involved in a multicultural and diverse society. An examination of the nature and dynamics of diversity will be discussed, including racial, ethnic, cultural, socioeconomic, religious, age, sexual orientation, disability issues, and gender differences. Special emphasis will be placed on the development of cultural competence, including the nature and dynamics of advocacy, social justice and spirituality, and the exploration of ethical issues involved in multicultural counseling.

CNSL 531 Trauma Across the Lifespan 3
The emerging field of mental health traumatology and the work of professionals who specialize in therapeutic approaches to those manifesting problems, symptoms, or disorders in the aftermath of traumatic events are the focus of this course. The course will examine all aspects of trauma as a human experience across the lifespan, including the impact of trauma on physiological, psychological, spiritual, and relational functioning. It will also explore factors impacting healing from overwhelming traumatic events, and a broad overview of evidence-based approaches for preventing and treating traumatic stress will be presented. The ways in which therapists experience vicarious (secondary) trauma and compassion fatigue as occupational hazards will also be addressed, and the course will focus on ways to engage in self-care to ensure competent and ethical practice in caring for traumatized populations.

CNSL 540 Substance Abuse Counseling 3
This course will present an overview of the theories of causation and treatment of substance abuse. Students will gain experience and competency in the use of therapeutic interventions and techniques through active observational learning.

CNSL 541 Crisis Intervention and Trauma Treatment Methods 3
This course will examine the theories, models and processes of crisis intervention and treatment of traumatic stress reactions and disorders. The course will explore ethical issues involved, evidence-based approaches for assessment and intervention, as well as resource identification and referral procedures within the context of the mental health care system. Practice of these strategies and techniques both through case studies and with individual clients will be gained during the semester. The course requires current clinical practice (internship or employment) with clients having trauma history, with capacity to submit recorded sessions from one counseling case for course assignments. Students will follow professional ethics for 1) securing consent by clients and permission of supervisors, and 2) protecting client confidentiality. (Prerequisite: CNSL 531)
Prerequisites: Take CNSL-531 and CNSL-602 as prerequisites. Minimum gradeof "C."

CNSL 545 Career Development Theory and Practice 3
This course surveys theory and practice related to the career development of children, adolescents, and adults in changing economic, psychological, social and educational contexts. Students examine multiple resources and tools for career exploration. They apply these to their own career development and to social justice advocacy for expanding career options of those they serve. Students also practice conducting career exploration interviews, administering, scoring, and interpreting career assessment instruments, and integrating findings in written reports and/or feedback sessions.
Prerequisites: Take CNSL-500 as prerequisite. Minimum grade of "C."

CNSL 551 Grief and Loss Counseling Theory and Practice 3
This course will provide an overview of grief and loss theory and counseling, including exploration of mourning across the lifespan, assessment of complicated mourning and abnormal grief reactions, and interventions to facilitate healthy grieving--including those for special grieving populations. The course will explore cultural and spiritual issues involved in grieving, and will use experiential activities for students to explore and develop their own frameworks for meaning making in suffering, death, and loss.

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

CNSL 590 Marriage and Family Theory and Therapy 3
This course will present an overview of marriage and family therapy research and practice. Students will explore the history of the field, its major theorists, assessment methods, and research on marriage and family relationships and therapy outcome. Students will learn assessment and intervention techniques via lecture, demonstration, and active class participation so as to incorporate family systems work in their own counseling practice or collaborate with colleagues utilizing these approaches.

CNSL 599 Field Placement Seminar 0
This course allows students to begin their practicum or internship field experience prior to the weekly seminars which will begin in the fall semester. Its online format allows students to interact with the instructor and peers to obtain support and feedback as needed. (Supervision is provided by the approved field site supervisor). No academic credit is awarded for this course, but the course appears on the academic transcript. Graded pass/fail.

CNSL 602 Techniques of Counseling and Psychotherapy 3
This introductory clinical skills course is a practical application of the major theories and techniques of adult individual psychotherapy. An overview of the counseling process is presented, and foundational skills for establishing the therapeutic alliance and working with client background, emotions, thoughts and behaviors are demonstrated and practiced in class. The course equips students to become agents of social change and explores the theoretical, research, and theological bases of the intervention approaches and basic steps for individualizing these to unique client needs. Students also learn social justice approaches to counseling and psychotherapy. A grade of B or better is required.

CNSL 609 Personality Dynamics and Psychosocial Assessment 3
This course is designed to provide students with a comprehensive framework for understanding the development and psychodynamics of human personality structure and functioning, including an understanding of basic types of personality/character organization or style. The course will provide students with an assessment framework for understanding personality dynamics through the use of cognitive, object-relational, affective and behavioral dynamics at both conscious and unconscious levels. The course will also integrate Biblical and theological insights, as well as cultural issues that affect personality dynamics. Grade of B or better required. (Prerequisite: CNSL 511)
Prerequisites: CNSL-511 CNSL-500

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

CNSL 614 Case Conceptualization and Counseling Strategy 3
The course will provide principles, models and methods of biopsychosocial assessment to aid in case formulation and treatment planning. Students will have opportunities to gain skills in assessment and strategy selection via in-class demonstration, roles plays and practice with clients. A grade of B or better is required to pass. (Pre-requisites: CNSL 500, 518, 602, 609)
Prerequisites: CNSL-625

CNSL 625 Practicum in Psychotherapy Integration 3
This advanced clinical skills course builds upon the foundations of previous theoretical courses and the basic skills introduced in CNSL602. The focus is on forming interventions that enrich the clinical dialogue through integration and application of techniques from across the field of counseling practice. Skills will be demonstrated and practiced in class, and students will conduct a course of psychotherapy with a volunteer client. The course also requires a field placement of 100 hours in an approved clinical setting. A grade of B or better is required. (Prerequisites: CNSL 500, 505, 518, 602, 609)
Prerequisites: CNSL-500 CNSL-505 CNSL-518 CNSL-602 CNSL-609

CNSL 675 Clinical Internship & Seminar I 3
This seminar course accompanies the Clinical Counseling internship placement which requires a minimum of 300 hours of supervised training in an approved clinical setting. The internship placement and seminar classes provide opportunities for application of knowledge and skills gained over the course of the program to diverse client populations and professional settings. Seminar topics are drawn from student field placement experiences, and include: professional roles and functions, ethical and legal standards, and strategies for working with diverse populations. Both individual and group supervision is provided. To be eligible for this course, the student must have the approval of the department and be in Good Academic Standing. The course is graded pass/fail. (Prerequisite: CNSL 625, co-requisite CNSL614)
Prerequisites: CNSL-625
Course is Pass/Fail

CNSL 676 Clinical Internship & Seminar II 3
This second seminar course accompanies the Clinical Counseling internship placement which requires a minimum of 300 hours of supervised training in an approved clinical setting. The internship placement and seminar classes provide opportunities for application of knowledge and skills gained over the course of the program to diverse client populations and professional settings. The course builds upon the previous seminar course with topics drawn from student field placement experiences and in preparation for entry into the counseling field, including: professional credentialing processes, career development, and professional self-care. Both individual and group supervision is provided. The course is graded pass/fail. (Prerequisite: CNSL 675)
Prerequisites: CNSL-675
Course is Pass/Fail

CNSL 680 Research Project 1.5
This course focuses on applying basic research principles to an empirical research project in the field of counseling. The types of projects include but are not limited to survey research, quasi-experimental/true experimental research, single-subject research, and program evaluation. The final format of the project can be a thesis, a research report, or a manuscript ready for professional journal submission. This course is delivered over two semesters, Fall and Spring, 1.5 credits each semester. Graded Pass/Fail. (Prerequisite: CNSL 575)
Prerequisites: CNSL-575
Course is Pass/Fail

Counseling Psychology (CPSY)

CPSY 564 Personnel Supervision and Management 2
This course emphasizes the use of behavior analytic strategies and tactics in personnel supervision and management. This course partially fulfulls the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. Thise course requires students to purchase training modules which helps them prepare for the BCBA exam. Students subscribe to the modules and ue them throughout several of their ABA courses.

CPSY 565 Verbal Behavior Assessment 1
This course emphasizes the ues of behavior analytic strategies and tactics in verbal behavior assessment. This course partially fulfulls the 5th and 6th Edition Task List requirements for Board Certified Behavioral Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules which helps them prepare for the BCBA Exam. Students subscribe to the modules and use them throughout several of their ABA courses.

CPSY 566 Principles of Applied Behavior Analysis 3
This course examines the principles of applied behavior analysis. Emphasis is placed on definitions, characteristics, and examples or various principles of behavior change. This course partially fulfulls the 5th and 6th Edition Task List educational requirements for Board Certifed Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. Thise course requires students to purchase training modules which helps prepare them for the BCBA exam. Students subscribe to the modules and use them throughout several of their ABA courses.

CPSY 567 Autism & Basic Applied Behavior Analysis 3
This course gives an overview of the characteristcs, assessment strategies, behavioral approaches, and interventions for persons with autism. This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules which helps them prepare for the BSBA exam. Students subscribe to the modules and use them throughout several of their ABA courses.

CPSY 568 Behavior Measurement & Treatment Evaluation 3
This course emphasizes best practices in the implementation of behavioral procedures and experimental strategies and tactics (i.e., times series research design methods) in measurement and treatment evaluation.This course partially fulfulls the 5th and 6th Edition Task educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. This course requires students to purchase training modules and use them throughout several of their ABA courses.

CPSY 569 Behavior Therapy in Community Setting 3
This course emphasizes the use of applied behavior analysis in the assessment and treatment of disorders commonly seen in the community setting such as anxiety, depression, chronic pain, cardiovascular disease, obesity, addiction, and life crises. (Prerequisite: ABA Concentration or Pre-approved by the Instructor). This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania.

CPSY 570 Consultation & Positive Behavior Strategies 3
This course introduces the scientific theory and principles of applied behavior analysis in the context of providing consultation, and behavior, social, and learning support in the schools. Students identify principles of applied behavior analysis and demonstrate consultation skills in behavioral assessment such as conducting functional behavior analysis, monitoring progress, recommending behavior change plans with research-based intervention strategies, and observing and critically reviewing classroom environments and instructional approaches for diverse student populations. Students will be prepared to implement class, school, and systemic behavioral interventions. This course partially fulfills the 5th and 6th Edition Task List educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Specialist in Pennsylvania. Prerequisites for Students in School Counseling and SchoolPsychology programs: SCSP 500, 503.
Prerequisites: SCSP 500 and SCSP 503

CPSY 571 SpTop: App Beh Analysis II 3
This course reviews the major principles of applied behavior analysis. Some of these principles include defining behavior, response and response class, positive and negative reinforcement, positive and negative punishment, schedule of reinforcement and punishment, extinction, stimulus control, respondent conditioning, motivating operation, rule-governed behavior, and verbal operants.

CPSY 572 Organizational Behavior Management 3
This course emphasizes the use of behavior analytic strategies and tactics in performance analysis and management, supervision, staff training, behavioral systems analysis, organizational culture, and leadership. This course partially fulfills the educational requirements for Board Certified Behavior Analysts and/or Licensed Behavior Analyst and Licensed Professional Counselor.

Criminal Justice (CRMJ)

Course Descriptions (Per Subject)

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 110 Criminal Investigation 3

This course provides students with a substantive and practical knowledge base in the area of criminal investigation by learning about the methods used by criminal investigators in solving criminal cases. Students will develop interrogative and reporting skills that will enhance their effectiveness in the field of criminal justice. They will examine their investigative roles from a Christian ethical perspective. This course of study will emphasize critical thinking in investigating criminal cases and the ability to effectively communicate in written and oral form.

Prerequisite: CRMJ 105

CRMJ 115 Introduction to Forensic Science 3

This course focuses on the recognition, collection, preservation, and analysis of the various types of physical evidence typically found at crime scenes. Students will be presented with principles and theories relating to the techniques used with the presumption that students

do not have extensive scientific backgrounds. Laboratory instruction included. **Prerequisite:** CRMJ 110. Laboratory fee applies.

CRMJ 130 Special Topics 3

CRMJ 205 Introduction to Policing 3

The Introduction to Policing course provides a comprehensive view into the foundations of policing in the United States today, offering 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. The course will present a comprehensive and contemporary overview of what it means to be a police officer, including analyzing the role of race, ethnicity, and gender as they relate to policing.

Prerequisite: CRMJ 105

CRMJ 210 Prosecution and the Courts 3

The course will present an examination of the organization and jurisdiction of local, state, and federal law enforcement, judicial, and correctional systems; their history and philosophy; terminology; and constitutional limitations of the system. It includes implications for civil rights, the police process, the prosecuting attorney, the defense attorney, courts, grand jury, trial jury, coroner-medical examiner, judicial process, and the trial and its aftermath.

Prerequisite: CRMJ 105

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 impacted by crime. Emerging issues such as victim impact statements, victim assistance programs, victim directed sentencing and victim offender reconciliation will be addressed.

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, restoring victims, communities, and offenders from harms caused by crime. 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.

Core Category: Social Justice

CRMJ 225 Juvenile Justice 3

This course provides an overview of the phenomenon of juvenile justice and the system designed to handle this form of social deviance. Topics that will be covered include discussions of theoretical explanations of delinquency, the evolution of the concept of juvenile justice, and the system's response to the problems of child abuse, status offenders, delinquent youth gangs, and trends in juvenile crime. Students will learn about relevant court cases, understand their application, and be asked to examine their significance through a Christian worldview.

CRMJ 255 Drugs and Society 3

This course will address the different explanations of drug use and abuse and the impact of drugs on the body and brain functioning. It will examine the connections between drugs and crime, cover drug-related policies and the war on drugs. We will examine alternative drug policies, including international drug policies and the war on drugs. Students will be asked to critically examine drug policies and programs, especially those within the United States within a faith perspective.

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.

Core Category: Cultural Perspectives

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.

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.

CRMJ 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.

CRMJ 320 Race, Class, Gender, and Crime 3

This course examines the ways in which social class, racial, ethnic and gender identification, and labeling shape the victimization, offending, and criminal justice processing of individuals. This course provides students with a perspective on the role of race, class, and gender in crime and punishment. There are patterned differences in the roles males and females perform in the criminal justice system, in the crimes men and women commit, and in the crimes that victimize men and women. Similarly, race and class alter the experiences of men and women who are involved with the criminal justice system. This course examines these questions from a historical and contemporary perspective, analyzing the changing legal status of individuals in terms of race and gender as well as the institutional response to individuals as victims and criminals based on their social location.

Prerequisite: CRMJ 105

CRMJ 330 Special Topics 3

CRMJ 330A Transnational Organized Crime (Gangs) 3

The rapid increase in transnational organized crime (gangs), commercial drug trafficking organizations, and the impact of crime on national and international policy has created a critical need for law enforcement gang experts. The course provides the student with an introduction to the methods and techniques of gang intelligence analysis and strategic organized crime. It will demonstrate how to predict trends, weaknesses, capabilities, intentions, changes, and warnings needed to dismantle transnational organized crime (gangs). In addition, the course also explores organized crime's influence in the public and private sector industries. The criminal, civil, and administrative methods which are used to control or remove organized criminal influence from these industries are also presented and examined. Finally, outlining the gang cycle: prevention, intervention, and suppression.

CRMJ 330B Criminal Investigations 3

Criminal Investigation is a comprehensive and engaging examination of criminal investigation and the role criminal evidence plays in the process. The course focuses on the five critical areas essential to understanding criminal investigations: background and contextual issues, criminal evidence, legal procedures, evidence collection procedures, and forensic science. The course material will go beyond a simple how-to on investigative procedures and analyzes modern research and actual investigative cases to demonstrate their importance in the real world of criminal justice.

CRMJ 330C Wrongful Convictions 3

This course provides an in-depth examination of a serious justice issue: wrongful convictions. We will cover the prevalence of wrongful convictions and the factors that contribute to it, including eyewitness misidentification, false confessions, bias, and faulty forensic science. Students will learn about relevant court cases, understand their application, and be asked to examine the significance of wrongful convictions through a Christian worldview. Students will develop a plan to reduce wrongful convictions.

CRMJ 330D Women and Crime 3

This course provides students with a perspective on the role of gender in crime and punishment. There are patterned differences in the roles males and females perform in the criminal justice system, in the crimes men and women commit, and in the crimes that victimize men and women. This course examines these questions from an historical and contemporary perspective, analyzing the changing legal status of women, and the institutional response to women and victims and criminals.

CRMJ 330E SpTop: Emerging Trends in Justice 3

This course focuses upon contemporary topics and trends in the criminal justice setting. Topics will include: new initiatives in probation, parole, and corrections, trends in juvenile justice, continuing emergence in Restorative Practices, Criminal Justice in pop culture, the role media plays in the system as a whole, policing in America, and promising practices in criminal justice. Additionally, the course will identify and evaluate research trends of the National Institute of Justice, i.e., corrections, policing, data driven/evidence-based programming, and technological development in criminal justice.

CRMJ 330G SpTop: Crime, Media & Pop Culture 3

This discussion-based course will examine the role of the media in the construction of crime. Multiple major topics will be explored in depth to investigate how the media continues to impact a variety of factors including, but not limited to: social location, celebrity status, criminal justice processing, fear mongering and agenda setting. It will also investigate the representation of victims, offenders, and the role of the criminal justice system. The power of media narratives and how it shapes criminology and criminal justice will be explored in depth.

CRMJ 345 Domestic Violence 3

The course will focus on the causes and impact of domestic violence, as well as strategies for its prevention, for treatment for those who have been abused, and for intervention strategies for abusers. Each week students will focus on a different aspect of family violence including partner abuse, child abuse, sibling abuse, and elder abuse, examining them through the Christian world view. This course will examine how the criminal justice system responds to domestic violence as well, and how that response has changed over time.

CRMJ 395 Field Experience in Criminal Justice 1-3

Course is Pass/Fail

CRMJ 400 Directed Study 1-3

CRMJ 418 Critical Issues in Justice 3

Students will apply criminal justice concepts and theories to policy and program change, critique the major foundations and assumptions of the discipline, and examine key justice issues facing the criminal justice system. The course seeks to challenge students to think Christianly about major dilemmas of merging Christian thought and the criminal justice system and policies.

CRMJ 495 Internship 2-12

CRMJ 498 Teaching Assistant 1-3

CRMJ 499 Research Assistant 1-3

Dance (DANC)

DANC 100 Introduction to Dance Studies 2
The course is designed to introduce dance 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.
Core Category: Arts and Literature

DANC 103 Movement, 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.
Core Category: Arts and Literature

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.
Core Category: Arts and Literature

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 Practic course to enhance learning in technique, history, culture, and aesthetics.

DANC 130 Special Topics 1-3

DANC 131 Modern Dance Level I: Theory and Techniq 2
This course is designed to provide students with knowledge and practical application of modern dance technique at an introductory level. The course focuses on the movement elements of time, space, and energy in the development of technical proficiency, improvisational exploration, dance composition basics, and expressive movement performance. Historical contexts also are addressed.
Core Category: Arts and Literature

DANC 132 Jazz Dance Level I: Theory and Technique 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.
Core Category: Arts and Literature

DANC 210 Dance Anatomy and Kinesiology 3
Students will develop and understanding of basic anatomic principles as well as movement analysis, alighment assessment, and performance enhancement by the use of kinesiological and exercise physiology principles. Upon completion of the course, students will be able to apply the principles of movement analysis to the evaluation of dance technique of self and others. Students will be able to design a thorough and effective static and dynamic corrective and performance enhancement program for use as a performer, choreographer or educator. This course will include both lecture and laborotory sessions.

DANC 230 Special Topics 1-3

DANC 231 Intermediate Modern Dance: Theory and Te 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.
Core Category: Arts and Literature

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 Tech 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.
Core Category: Arts and Literature

DANC 232X Practice in Jazz Dance 1
The course extends a student's technical proficieny 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 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.
Core Category: Arts and Literature

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.
Core Category: Arts and Literature

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 240 Yoga and Pilates 3
This course will focus on the history, theory, and practice of the exercise techniques of Yoga and Pilates (developed by Joseph Pilates). Alignment, body posture and movements basic to each technique will be examined and practiced in this experiential class. Pilates mat sequences and Yoga poses, asanas, will be taught to gain: strength, flexibility, balance, efficiency of movement and mindfullness. Pertinent anatomy will be discussed and explored with emphasis on the musculoskeletal make-up the anterior and posterior torso, pelvis, and hips. Controlled and purposeful breathing techniques will be taught in order to enhance health, well-being, calmness, and focus. various stress reduction techniques, including guided imagery will help relax and rejuvenate the body after each workout session. Proper nutrition will be discussed as it pertains to health promotion, fatigue, injury prevention and treatment. The use of intentional breathing and choreographed sequences in Christian spiritual formation and devotional praactice will be explored, as will the notion of "being still to konw God."

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, this historical, cultural, and aesthetic contexts of 20th and 21st century modern dance are examined. Writing intensive course.
Core Category: Arts and Literature

DANC 330 Special Topics 1-3

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.
Prerequisites: DANC 231

DANC 331X Practice in Advanced Modern Dance 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 performace. Students who have completed Advanced Modern Dance may take the Practice course to ehnahce 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.
Prerequisites: DANC 232 or demonstrated proficiency

DANC 332X Practice in Advanced Jazz Dance 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 the expressive movement performance. Students who have completed Advanced Modern Dance may take the Practice course to enhance the learning 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 will also address basic anatomical principles and creative experiences.
Prerequisites: DANC 234 or demonstrated proficiency

DANC 334X Practice in Advanced Ballet 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 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.
Core Category: Cultural Perspectives, Arts and Literature

DANC 385 Dance Improvisation 2
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.
Core Category: Arts and Literature

DANC 386 Dance Composition 2
This course concentrates on the theory and application of dance composition principles. Topics include choreographic design, form, style, theme, motivation, autobiography and performance.
Prerequisites: DANC 231 or DANC 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 in a journal of observations for a minimum of 40 hours per credit hour earned. Prerequisite: Permission of department chair. Graded Pass/Fail.
Course is Pass/Fail

DANC 400 Directed Study in Dance 1-3

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, resumes, portfolios, careers in dance, and Senior Showcase concert planning.

DANC 435 Choreographic Project 3
This 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. Pre-requisite: DAN 386: Dance Composition
Prerequisites: DANC 386

DANC 440 Senior Project/Performance 0
Students who have completed Senior Seminar (DANC 410) will complete a dance project or a dance performace 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 value attached, but will be graded and required for the successful competion 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 firection 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 498 Teaching Assistant 1-3

DANC 499 Research Assistant 1-3

DANC 999 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.
Course is Pass/Fail

Data Science (DTSC)

DTSC 130 Special Topics 3
Core Category: Mathematics

DTSC 220 Introduction to Data Science 3
Introduction to the field of data science, including both theoretical and applied components. Students till explore the origins of the field, including links to computer science, statistics, and mathematics. Students will use Python and associated data manipulation and visualization libraries to explore and analyze varied data sets.
Core Category: Mathematics
Prerequisites: Students must complete CSCI 175 with a minimum grade of Cprior to taking this course.

DTSC 230 Special Topics 3
Core Category: Mathematics

DTSC 230A Special Topics: Data Visualization 3
This course is designed to teach students best practices in data visualization, key trends in the industry, and how to become better storytellers with data. Students will learn the imporance of using actionable dashboards that enable their organizations to make data-driven decisions.
Core Category: Mathematics

DTSC 235 Artificial Intelligence for the Liberal Arts 3
This course will introduce students to the ethical, philosophical, and interdisciplinary implications of Artificial Intelligence development through the understanding of how machine learning models are created, trained, and used. Students will learn the basics of data, statistics, and models in order to fully engage in conversations surrounding AI development.
Core Category: Mathematics

DTSC 250 Statistics Using R 3
This course will introduce statistical program R and build upon prior statistics knowledge. Students will both complete hand calculations and execute them in R.
Core Category: Mathematics

DTSC 320 Data Management 3
This course considers the ways data can be organized, cleaned and managed within and between disparate data sets. More formal algorithmic techniques are emphasized with the end of prediction and analysis in mind.
Prerequisites: DTSC 220

DTSC 330 Special Topics 3
Core Category: Mathematics

DTSC 380 Data Wrangling 3
In this course, students will use Python and its libraries to obtain, store, and clean data. Topics include data cleaning, data preparation, data joining and combining, and general data manipulation. This course assumes prior knowledge of Python, NumPy, and Pandas.
Prerequisites: DTSC 220

DTSC 400 Applied Data Science 3
This course serves as a capstone for the Data Science Major. The student will apply the techniques learned to actual data sets in their chosen cognate area.
Prerequisites: DTSC 320 and MATH 316

DTSC 401 Directed Study 1-3

DTSC 405 Math for Data Science 3
This course provides an introduction to the mathematical foundations of data science. Students will explore topics in linear algebra and multivariate calculus, focusing on their applications in data science. The course aims to build the mathematical framework necessary for understanding various machine learning algorithms and techniques. Python programming will be used throughout the course to reinforce learning concepts.
Prerequisites: MATH 160 and CSCI 405

DTSC 420 Ethical and Philosophical Issues in Computing 3
This course will introduce students to various ethical issues related to computing technology and the internet. Free/open source software, cybersecurity, privacy, monopoly power and artificial intelligence will be considered within a Christian framework.
Prerequisites: CSCI 405

DTSC 450 Applied Data Science 3
This course serves as a capstone for the Data Science Major. The student will apply the techniques learned to actual data sets in their chosen cognate area.
Prerequisites: DTSC 250 and DTSC 320

DTSC 495 Internship 2-12

DTSC 498 Teaching Assistant 1-3

DTSC 500 Introduction to Data 1
This course provides an overview of data science and analytics for those with little to no background in coding, statistics, or other technical fields. Students will be introduced to data science and analytics topics, including coding in Python, probability and statistics, critical thinking and problem solving in data contexts, machine learning, and databases. Following the completion of this, students will be fully prepared for DTSC 520: Fundamentals of Data Science.

DTSC 520 Fundamentals of Data Science 3
Introduction to foundational concepts, technologies, and theories of data and data science. This includes methods of data acquisition, cleaning, analysis, and visualization. Taught in Python.

DTSC 520L Fundamentals of Data Science Lab 0
This course is an optional, 0-credit, ungraded lab section meant to supplement coursework in DTSC 520, and will follow the suggested weekly schedule in the main 520 section. Instruction will take place through live lab sessions in which instructors will provide additional learning materials, such as coding problems and supplemental notebooks. The lab is recommended for students with little or no coding background. Students must be enrolled in DTSC 520 to be eligible for the lab.
Corequisites: DTSC 520

DTSC 540 Introduction to Artificial Intelligence: Theory, Tools, and Applications 3
A comprehensive introduction to the field of artificial intelligence (AI), tailored for graduate students with minimal prior background knowledge in AI or machine learning. The course focuses on foundational theories of AI, ethical and societal implications of AI technologies, and practical skills in using modern AI tools. This is an interdisciplinary course appropriate for learners from all disciplines.

DTSC 550 Introduction to Statistical Modeling 3
Introduction to foundational concepts, theories, and techniques of statistical analysis for data science. Students will begin with descriptive statistics and probability, and advance through multiple and logistic regression. Students will also conduct analyses in R. This course is approachable for students with little statistical background and prepares them for DTSC 650.

DTSC 560 Data Science for Business 3
This course explores the various ways data and science can be applied to business contexts. Particular emphasis will be placed on analytics using data to make informed business decisions. Approachable for students who have taken DTSC-550 or have an understanding of basic statistics and beginner-level experience with R.

DTSC 575 Principles of Python Programming 3
This course will teach students the introductory skills of programming, problem solving and algorithmic thinking in Python. Topics include variables, input/output, conditional statements/logic, Boolean expressions, flow control, loops and functions. Approachable for students who have taken DTSC 520 or have beginner-level experience with Python.

DTSC 580 Data Manipulation 3
This course focuses on the loading, manipulating, processing, cleaning, aggregating, and grouping of data. Students will practice on real world data sets, learning how to manipulate data using Python and continue their study of intermediate and advanced topics from the NumPy and Pandas libraries. Students should have taken DTSC 520 and DTSC 575, or have previous Python for data analysis knowledge/experience.

DTSC 590 Career Development in Data Science 3
This course aims to provide DTSC students with the skills they need to identify, pursue, and attain their career goals. By offering clarity around some of the most challenging obstacles applicants face in the job search process, including resume writing, networking skills, and experiential learning opportunities, this class will prepare learners to enter into (or progress in!) their chosen field with confidence. Additionally, this course will encourage students to develop their skills in the NACE Career Readiness Competencies, a compilation of some of the most sought-after skills employers are looking for today. Our goal is to demystify the job application process and equip students to identify next steps, navigate career decisions, and seek opportunities that empower them to serve and thrive.
Course is Pass/Fail

DTSC 600 Information Visualization 3
This course is designed to teach students the best practices in Data Visualization, the key trends in the industry, and how to become great storytellers with data. Students taking this class will learn the importance of using actionable dashboards that enable their organizations to make data-driven decisions. For this class students will use Tableau, one of the most used visual analytics platforms in the industry.

DTSC 620 Cloud Foundations 3
This course will introduce students to the advantages and vocabulary of cloud computing. Students will gain exposure and experience with cloud-based core resources for compute, storage, database, and networking tasks. Students will explore best practices for cloud architecture, including operational excellence, security, shared responsibility, cost optimization, reliability, and scalability.

DTSC 625 Data Engineering in the Cloud 3
This course provides a comprehensive overview of modern data engineering principles and practices, with a specific focus on implementing these concepts within the cloud. Students will learn to design and build scalable, reliable, and cost-effective data pipelines using a variety of AWS services.
Prerequisites: DTSC 620

DTSC 650 Data Analytics in R 3
This course is a continuation of DTSC 550, with an emphasis on statistical techniques most used in modern data science. Students will explore in greater depth linear and logistic regression, and continue to additional regression and classification techniques with a focus on application. Analyses will be completed in R.

DTSC 660 Data and Database Managment with SQL 3
This course offers a comprehensive overview of data organization and management using relational database systems and the SQL programming language. The course introduces students to database systems and their applications with a focus on designing and implementing database solutions based on user and data requirements.

DTSC 670 Foundations of Machine Learning Models 3
Introduction to the machine learning landscape. Will address questions such as what is machine learning, why do we use machine learning, and what is machine learning appropriate and inappropriate for? The course will explore supervised and unsupervised learning, regression and classification models, decision trees and ensemble learning, along with other traditional machine learning algorithms. Taught in Python. Students should have taken DTSC 520, DTSC 575, and DTSC 580 or have previous Python for data analysis knowledge/experience.

DTSC 671 AI Solutions in the Cloud 3
This course will introduce students to situations when artificial intelligence (AI) or machine learning (ML) solutions would be advantageous, with a particular focus on cloud computing. Students will utilize common cloud services, along with advanced services, to create automated solutions to solve problem cases. Note: Students will use their personal AWS account and will incur charges to complete assignments.
Prerequisites: DTSC 670; DTSC 620 or prior cloud experience

DTSC 675 Mathematics for Data Science 3
This course provides a comprehensive introduction to the mathematical foundations of data science. Students will explore topics in linear algebra and multivariate calculus, focusing on their applications in data science. The course aims to build the mathematical framework necessary for understanding various machine learning models and algorithms. Python programming will be used throught the course to reinforce learning concepts. Prerequisites: DTSC-670 must be completed before taking this course. Previous experience in calculus 1 is necessary to be successful in this course.
Prerequisites: DTSC 670

DTSC 680 Applied Machine Learning 3
Continuation of DTSC 670. This course will further explore modern machine learning applications such as deep learning methods. Special attention will be given to image classification and object detection. Students will also focus on different dimensionality reduction techniques with emphasis on using principal component analysis. Additionally, students will learn to operationalize machine learning models using Flask.
Prerequisites: DTSC 670

DTSC 685 Natural Language Processing 3
This course will introduce the field of Natural Language Processing and its related algorithms and ideas. Students will gain experience writing NLP algorithmic code in python, as well as working through text-based machine learning problems.
Prerequisites: DTSC 670

DTSC 690 Ethical and Philosophical Issues in Data Science and Analytics 3
Students will explore contemporary ethical and philosophical issues in data science, analytics, and artificial intelligence. Students will engage with a wide range of interdisciplinary readings examining moral challenges and responsibilities inherent in the development and deployment of new data-driven technologies. Topics include societal and psychological impacts of AI, challenges of misinformation and algorithmic bias, the complexities of privacy and surveillance, and global implications of technological development.
Prerequisites: Must take at least 15-credits of DTSC courses

DTSC 691 Applied Data Science and Analytics Science 3
Students will complete a capstone project challenging students to integrate and apply the knowledge and skills gained throughout the coursework. Students will conceive and execute a comprehensive project, from proposal through final presentation. The capstone project is a showcase of student capability to independently navigate complex, data-centric problems, and formulate viable, data-driven solutions. Prerequisites: Students must have completed 15 credits to register.
Course is Pass/Fail

DTSC 692 Data Science Capstone: Applied Data Science Continuation 3
Students who have not successfully completed their DTSC 691 Applied Data Science coursework by the end of DTSC 691 must register for DTSC 692 until the project is completed. Gradings is pass/no credit. These credits do not accure although students are billed for three credits.
Course is Pass/Fail

DTSC 720 Cloud Foundations 3
This course will introduce students to the advantages and vocabulary of cloud computing. Students will gain exposure and experience with cloud-based core resources for compute, storage, database, and networking tasks. Students will explore best practices for cloud architecture, including operational excellence, security, shared responsibility, cost optimization, reliability, and scalability. Students in DTSC 720 will complete all of DTSC 620 as well as additional PhD-level work, as described in the syllabus.

DTSC 775 Mathematics for Data Science 3
This course provides a comprehensive introduction to the mathematical foundations of data science. Students will explore topics in linear algebra and multivariate calculus, focusing on their applications in data science. The course aims to build the mathematical framework necessary for understanding various machine learning models and algorithms. Python programming will be used throughout the course to reinforce learning concepts. Previous experience in calculus 1 is necessary to be successful in this course.

DTSC 780 Applied Machine Learning 3
This course will explore modern machine learning applications such as deep learning methods. Special attention will be given to image classification and object detection. Students will also focus on different dimensionality reduction techniques with emphasis on using principal component analysis. Additionally, students will learn to operationalize machine learning models using Flask. Students must have prior machine learning knowledge. Before enrolling in this course, students should confirm their knowledge of materials covered in DTSC 670 by emailing dsadvising@eastern.edu and datascience@eastern.edu. Students in DTSC 780 will complete all of DTSC 680 as well as additional PhD-level work, as described in the syllabus.

DTSC 810 Academic Writing 3
This course focuses on developing clear, precise, and compelling research communication skills for PhD-level academic inquiry, tailored for scientific publications, grant proposals, and dissertations. Students will learn the principles of structuring research papers, writing with clarity and coherence, integrating data-driven narratives, and adhering to style guidelines. Through lectures, discussion, and literature review, students will refine their ability to present complex concepts effectively to both specialized and interdisciplinary audiences.

DTSC 830 Research Methods I 3
This course introduces the core principles of research design, methodology, and ethical considerations in applied data science. Topics include formulating research questions, experimental vs. observational studies, causal inference, statistical and computational approaches to data collection, and reproducibility in research. Students will also learn about data governance, bias in algorithms, and ethical AI. The course emphasizes critical evaluation of research literature and prepares students for designing their own studies.

DTSC 831 Research Methods II 3
Building upon DTSC 830, this course provides advanced methodological training in applied data science research, with a focus on experimental design, machine learning interpretability, and mixed-methods approaches. Students will explore cutting-edge techniques in causal inference, Bayesian modeling, and digital ethnography while critically examining the ethical implications of AI-driven research. Through hands-on exercises and case studies, students will develop the skills necessary to design rigorous and reproducible research studies that integrate quantitative and qualitative methodologies.

DTSC 850 Seminar in Quantitative Methods 3
This seminar provides an advanced, discussion-driven exploration of quantitative methods in applied data science, grounded in the critical analysis of academic literature. Students will engage with a diverse selection of research articles covering statistical modeling, experimental design, Bayesian inference, multivariate analysis, and high-dimensional data techniques. Readings will provide a broad foundation while allowing students the flexibility to explore specialized topics of interest through independent research. Weekly discussions will encourage students to synthesize knowledge from prior coursework, evaluate methodological approaches, and consider the implications of quantitative techniques in real-world applications. The course culminates in an individual research project where students deepen their expertise in a chosen area of quantitative methods and contribute to the broader academic discourse in data science.

DTSC 860 Seminar in Qualitative Methods 3
This seminar provides an in-depth exploration of qualitative methodologies in applied data science, focusing on their role in understanding complex social, organizational, and human-centered problems. Students will critically analyze qualitative research approaches such as ethnography, grounded theory, focus groups, and case study research. The course will incorporate discussion-based learning, review of key academic literature, and hands-on experience with qualitative data collection techniques, including interviews, focus groups, and digital ethnography. Through structured weekly discussions, students will examine how qualitative insights complement quantitative methods in data science. The course culminates in an independent research project where students apply qualitative methods to a data science-related research question.

Denominational Coursework (DNOM)

DNOM 510 Baptist Emphases & Polity 3
This course is a study and evaluation of characteristic Baptist emphases in theology, polity and practice with the aim of enabling Baptist leaders to function more effectively in the context of ministry today. Student examination, analysis and evaluation of selected topics constitute a vital part of the course.
Prerequisites: CHHM 510
Course may be offered for audit

DNOM 511 United Methodist Hist and Early Doctrine Doctrine 3
This course explores three centuries of Methodist history, using standard denominational texts, classroom lectures and discussion. Meets the United Methodist ordination candidate's history requirement (Discipline, paragraph 315.4.d).
Course may be offered for audit

DNOM 512 United Methodist Doctrine and Contemporary Polity 3
This course deals with Part II of the United Methodist Book of Discipline, "Doctrinal Standards and Our Theological Task," using standard denominational texts, classroom lectures and discussion; and introduces the student to United Methodist polity. Meets the United Methodist ordination candidate's doctrine and polity requirements (Discipline, paragraph 315.4.d).
Course may be offered for audit

DNOM 513 Presbyterian Polity & Sacraments 3
Through a case study approach students will learn to apply the constitution of the church to specific issues at the congregational, presbytery, synod and general assembly levels. Attention will be given to the relationship between Reformed theology and Presbyterian polity. Attention will also be given to the theology and history of the sacraments, and to other rites celebrated by the church.
Course may be offered for audit

DNOM 514 Theology in the Reformed Tradition 3
A reading course designed for, but not limited Confessions, giving special attention to distinctive features and concerns of Reformed theology.
Course may be offered for audit

DNOM 520 United Methodist Doctrine and Polity 3
This course is offered 100% online at Drew University Theological School as WESM610. It is a continuation of WESM 600 focusing on two concerns: 1) enabling the student to understand the nature, mission, and functioning of the United Methodist Church as the institutional expression of its historical development and theological assumptions, to affirm and explore the institutional structures as viable instruments for ministry, to understand the nature of authority and power as they relate to the United Methodist structure, and to contribute to the process of change in the church structure; 2) a study of the origins of the United Methodist doctrinal heritage in the theology of John Wesley, Philip Otterbein, and Jacob Albright; the development of that heritage in the Methodist, Evangelical, and United Brethren families of churches; and the distinctive marks of that heritage. This course is offered in conjunction with Drew Theological School.

DNOM 521 United Methodist History & Mission 3
A study of origins, mission, organization, outreach, religious life, and key ideas, issues, events, and figures in the development of United Methodism as an international denomination. Will enable students to understand and evaluate United Methodism in light of its antecedent organizations, the broader historical context of the history of Christianity, and especially its engagement in mission. Will enable students to engage in responsible and articulate participation in the life and leadership of the United Methodist Church, effectively represent the tradition, and perceptively participate in ecumenical and interreligious dialogue. This course is offered in conjunction with Drew Theological School.

DNOM 650 Directed Study in Denominational Contemporary Polity 1-3

Digital Communication (DCOM)

DCOM 101 Storytelling & Social Change 3
Multi-screen consumption of stories is changing the process of storytelling. You will learn how to structure and tell powerful interactive multi-platform stories through the use of Celtx studio and other similar software. The best storytellers shape culture and through the use of entertainment-education you are able to have a positive influence by telling purposeful stories that entertain, educate, and bring about positive change. You will also be introduced on how to evaluate the effects of your story.

DCOM 201 Story Telling & Social Change 3
Delve deeper into the power of story, understanding how it works and builds community, analyzing how it can be used in a variety of media platforms, and creating content that stands out, engages, influences, and persuades. You will learn how to produce and organize content with CeltX studio suite and other software, and create, create, create.

DCOM 251 Media Law, Ethics & Leadership 3
Learn and examine laws that regulate and control traditional and new media. You will be introduced to ethical principles and apply them in your media & technology production decision-making. You will examine cases of how ethics and law are applied to real world persuasive communication situations. You will learn historical and theoretical perspectives and apply them to current issues of law and privacy. Learn leadership principles and develop your leadership and teamwork skills to maximize the success of your media productions.

DCOM 295 Field Experence 1-3

DCOM 301 Storytelling & Producing II 3
It's been said there are stories, and then there are great stories. Which type of stories are you telling? We're all storytellers and canlearn how to craft better content which is vital in the midst of information overload. In this course, you will receive the knowledge and production practice to help you become a great brand storyteller through words, visuals, and more that help strengthen the community.

DCOM 321 Storytelling & Analytics 3
An introduction to communication research, data science, social media measurement and analytis, and marketing metrics. It seeks to help you analyze the results and become a more competent researcher while helping you understand assumptions and uncertainties underpinning your research. The approach is geared towards providing you and your organization with valuable insights and thereby helping both to become successful storytellers. Course also incorporates communication theory elements.

DCOM 401 Storytelling & Producing III 3
Social and Mobile Media have transformed how we tell stories especially ass digital natives come of age. in this course you will learn about social and digital marketing storytelling and develop stategies to apply it. You will also explore marketing through augmented and virtual realities.

DCOM 421 Digital Storytelling Capstone Proposal 3
Take everything you have learned and develop a social-spiritual project that uses storytelling to strengthen your community. Proposal should take the multi-platform project from concept all the way to distribution and summative evaluation plans.

DCOM 471 Digital Storytelling Capstone Project 3
Take everything you have learned and execute a social-spiritual project that uses storytelling to strengthen your community. The execution of the project will be as outlined in the proposal which may be piloting of an element of a larger project and which will include some form of summative/formative research and analytics.

DCOM 495 Internship 1-3
Practice apply your production skills n a professional setting through your internship. Learn how the industry works, gain experience, be mentored by professionals, and showcase your skills.

Doctor of Ministry (DMIN)

DMIN 900 Intro to Graduate-Level Writing 1.5
The purpose of this course is to assist students in growing their writing skills and basic research methods. In addition to writing itself, students will discuss Chicago style, plagiarism, evaluating and using sources, critical and analytical thinking, and use of rubrics for evaluating assignments.

DMIN 911H Spiritual Practices & the Growing Leader 3
Personal Transformation is the outcome of an intentional, ongoing, disciplined, and long-term process, involving God's activity and personal work and commitment. This course provides tools for an in-depth exploration of one's mind, body and soul and an invitation to embark on a journey of Personal Transformation, in relation to one's call and engagement of ministry. In this course, students will be introduced to the theories and practice of some disciplines such as: meditation and prayer, exploration of one's personality structure and ways of being in the world, cultivation of self-awareness and mindfulness, listening to one's own inner life, attentiveness to one's fully embodied presence in the world. As these practices expand our human potential for deep change and inner transformation, students are invited to continue their engagement of such disciplines beyond the duration of the course.

DMIN 912H Enduring Models of Leadership for Renewa 3
In this course, students formulate principles for leading ongoing revitalization of ministries. Two sets of sources provide the substance for developing these principles. The first set is historical biographies; the second is current case studies. These principles are gleaned from a probing examination of the intersections where leader biographies may speak to current case studies. Leaders selected for study are historic figures who led transformative ministries with lasting positive results. Case studies are created from actual incidents.

DMIN 919 Leadership Integrative Professnl Paper 3
Leadership Integrative Professional Paper - The course cluster, "Sustained Spiritual and Personal Maturation," includes a guided independent research paper of about 7000-7500 words. The paper's purpose is to integrate learnings from DMIN911H and DMIN912H, and to reflect insightfully on how the student's personal identity shapes their practice of ministry in setting; in other words, how who they are shapes what they do professionally. If the student elects to pursue one of the track options for the Doctor of Ministry degree, then this paper will engage ministry through the focus of the student's concentration and include books from their track's bibliography that would help inform their work.

DMIN 921H Leading the Dynamics of Change Mission Oriented Church 3
Leading the Dynamics of Change (3 credits) Participants will explore the church as a system, and the implications of systems thinking on leading a congregation. Participants will discuss the church as a community, and the church in the community; culture and its role; church health and vitality; and how all of this affects the church's ability to be a mission outpost in a changing world.

DMIN 923H Missional Renewal in Age of Globalizatn Culturally Diverse World 3
This course explores the implications of globalization for the church and its mission. "Globalization" is as big as the term suggests, referring to the coming together of many different cultures, socio-economic classes, and ideologies, thus creating cross-cultural, cross-socio-economic, cross-generational, interreligious and postmodern realities more than ever before. These realities pose challenges to congregations that seek to maintain the gospel's relevance in the world. What does missional renewal look like in light of these realities? This course addresses this question from sociological, theological and practical perspectives, as it considers the challenges of becoming missional congregations in the age of globalization.

DMIN 926 Colloquium Reflection Paper 3
This course is an opportunity for students to reflect on themes that courses in the DMIN curriculum might not otherwise address. The speakers/presenters are primary sources in their research and disciplines. By drawing on your master bibliographies, and the contents of the DMIN courses taken in Modules one and two, students will reflect on a selected event or events, and write one or two papers in response. The papers will engage the topic of the event from the student's own life and ministry context(s). In a real sense, therefore, this course, albeit a self-guided study, is an exercise in bridging contexts.
Course is Pass/Fail

DMIN 929 Missional Integrative Paper 3
The course cluster "Global and Local Ministry in Current and Future Worlds" includes a guided independent research paper of about 7500 words. The purpose of this assignment is for students to reflect clearly and insightfully on how their actual learnings from DMIN923H and DMIN931H may positively affect what and how they do ministry in their current setting, possibly including the wider community. If the student elects to pursue one of the track options for the Doctor of Ministry degree, then this paper will engage ministry through the focus of the student's concentration and include books from their track's bibliography that would help inform their work. Those who elect to pursue the standard curriculum, or General Track will focus according to their ministry context, but not with a given specialization in mind. Students are encouraged, if possible, to be thinking ahead to their Project Thesis when deciding the aim of this paper.

DMIN 931H Contexts, Perspectives, and Ministries In the 21st Century 3
This course explores the changing context of Christian ministry in the 21st century. Through readings, class discussions, and written work, students will explore issues related to understanding gospel and culture, reading future trends, the changing nature of church in a postmodern world and the interplay of renewal and discipleship for ministry. Participants will dialog and explore the role of the church in this new era, and the churches' call to be relevant in the context that it finds itself. Finally, the participants will look at the implications of becoming an authentic community.

DMIN 933H Project Thesisl Workshop and Resources Church Resources 3
This familiarizes students with research methodology for Doctor of Ministry projects. As the range of options are explored, differentiations are made between quantitative and qualitative, empirical and observational studies. Students will choose the method that best suits their developing project proposal and learn to design tools suitable for their study.

DMIN 939H Project Proposal Seminar 3
This course will prepare students for the presentation of an acceptable project proposal to the Doctor of Ministry Project Review Committee with a strong emphasis on developing leadership strategies for community renewal. We will also address vital issues within the student's context and discuss church sponsorship, volunteer management, fiscal and ethical responsibilities, partnering with complementary programs, and more, as needed for effective projects.

DMIN 943H Congregational Renewal 3
This course will seek to deepen understanding of the biblical and theological foundations for congregational transformation; understand relevant recent history; expand knowledge for concrete implementation; and deepen awareness of relevant literature. On the continuum of transformation, personal transformation occupies one end while community or social transformation occupies the other. Between these ends sits congregational transformation, on which this course will focus. Congregational transformation refers to a church's process of being transformed into the image of God in Jesus Christ, who longs to redeem creation and everyone in it. Practically speaking, it refers to a Spirit-led process that moves a congregation from focusing chronically inward to becoming genuinely missional. While congregational transformation is a process that God initiates and inspires, it also demands human engagement, commitment and effort.

DMIN 960 Project Completion and Oral Defense I 1.5

DMIN 961 Project Completion and Oral Defense II 1.5

DMIN 962 Project Completion and Oral Defense Continuation 1

DMIN 991H Doctor of Ministry Seminar I 3
Doctor of Ministry Seminar I - is a concentration specific course taken nevertheless by all students pursuing the optional curriculum tracks. The professor poses a particular problem situation(s) in ministry. Students address the problem(s) in several dimensions according to their track specialization.
Course is Pass/Fail

DMIN 992H Seminar in Prophetic Preaching and Teaching 3
This course explores problems currently discussed in homiletic and educational disciplines as they bear on speaking intentionally into specific situations with purpose and conviction. Key to this course is the cultivation of linkages between ministries of preaching and teaching, so the two are singularly focused and mutually enhancing.

DMIN 994H Seminar in Personal and Spiritual Transformation 3
This course looks carefully at, and practices, theory and technique at the intersection between spiritual disciplines, psychology, coaching, and spiritual direction.

E-Sports (ESPT)

ESPT 100 Introduction to eSports Management 3
This course introduces students to eSports and the fundamentals of effective eSports management. Students identify best practices in eSports management. Students identify best practices in eSports management by examining case studies of the emerging sSports industry and associated stakeholders. The course provides an overview of the different operational functions and issues in the organization and the role eSports play in the development of community. Students will explore eSport career opportunities.

ESPT 101 eSports Gaming Technologies and Design Fundamentals 3
This course is an introduction to the gaming technologies and design fundamentals untilized in eSports.

ESPT 200 Esports Event Planning and Strategy 3
This course is an introduction to eSports event planning and strategy. It prepares students to develop, market, and execute small-and large-scale eSports events. Students will focus on the business aspects of eSports events while learning to develop teams and online communities. Students will develop their own best strategy and plan for an eSports event. Students will develop their own best strategy and plan for an eSports event. The event will center around the use of the latest streaming technologies and competative play. Topics covered will include what and how to plan, coordinate, work cross functional and implement successful events along with the leadership and management aspects required.

ESPT 295 e-Sports Field Experience 3
Your field experience is a vital part of your college education. It is designed to give you a realistic picture of your field of study. This experience gives you an opportunity to bridge the gap between theoretical knowledge, practical life, and to demonstrate understanding and competency for the program goals.

Economics (ECON)

ECON 130 Special Topics 1-3

ECON 200 Personal Stewardship 3

ECON 203 Macroeconomics 3
A study of how economic forces and policies effect the working of the economy as a whole. Topics addressed include the determination of national income and output; unemployment and inflation; monetary and fiscal policies' international trade and finance.
Core Category: Human Behavior

ECON 204 Microeconomics 3
A study of the economic factors that affect the behavior of consumers and business firms, with particular attention to supply and demand. Problems of competition and monopoly, labor-management relations, agriculture, income distribution, and poverty at home and abroad are discussed.

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 version for empowering the poor. Alternative methods for measuring poverty, and a range of policy options for dealing with poverty and discriminiation in both the U.S. and globally are covered.

ECON 230 Special Topics 1-3

ECON 230B Game Theory 3
This course introduces students to the basic tools of Game Theory and its applications to economics, political science, law, biology, and daily life. Concepts such as dominant strategies, backward induction, and Nash equilibrium are utilized to predict outcomes, solve problems, and maximize social welfare. Students learn to recognize and model strategic situations, and to predict when and how their actions will influence the decisions of others. The course analyzes a range of real world situations including elections, startups, international relations, conflict resolution, environmental conservation, and cartels.

ECON 305 Economic Policy Issues 3
This course invites students to explore contemporary issues in economics policy through readings, roundtable discussions, and papers. The course begins with a review of economic analysis and then proceeds to selective forays into two contemporary issues in economic policy.
Prerequisites: ECON 203

ECON 330 Healthcare Economics 1-3
This course is designed to enable practicing and prospective nurses to develop and apply the skills of a comprehensive health assessment including physical, developmental, mental, and neurological assessments of school-aged children and youth. Data collection, data interpretation and documentation will be emphasized. Activities are designed to facilitate acquisition of the skills necessary to perform a physical assessment of a child.

ECON 495 Internship 2-12
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.

ECON 498 Teaching Assistant 1-3

ECON 512 Managerial Economics 3
The course entails an integration of principles from various fields of business and economics, with an emphasis on management decision-making and policy formation. It encompasses the integration of theory, methodology and analytical tools for the purpose of making decisions about the allocation of scarce resources in production and service sector organizations. Particular attention is paid to basic economic concepts in the areas of consumer behavior, production and cost, pricing and structure of the economy, environment, industries, and firms.

ECON 513 Economic Development of Developing Countries 3
The purpose of this course is to develop a better understanding of the macroeconomic problems of developing countries, theories of economic development and methods and techniques needed to resolve problems, promote growth, and meet the needs of developing nations at national and global levels.

ECON 515 Financial Economics 3
A survey of accounting, finance, and economics necessary for the financial management of any organization. Students leave this course with a managerial command of these broad subject areas and are equipped to make organizational decisions based on the information received from financial reports and forecasting.

Education (EDUC)

EDUC 102 Test Prep Math 1.5

EDUC 103 Test Prep Reading and Writing 1.5

EDUC 130 Special Topics 1-3

EDUC 200 Foundations of Education 3
This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 201 Introduction: Special Education 3
This course is designed to enable students to understand and intervene with special needs students. The course will provide a historical overview of Special Education, including legislation and litigation issues. Students will examine current practices in the field, including classifications/ definitions, patterns of behavior, assessment and intervention strategies. This course requires 15 classroom observation hours.

EDUC 202 Assessment and Evaluation 3
This course examines the assessment and evaluation process used for determining student academic progress in general and special education programs. An exploration of the historical, philosophical, and legal onsiderations and models of assessment will be examined. Students will learn the process of creating an appropriate IEP.

EDUC 204W Inclusive Education 3
This course examines the concept of inclusion and what it means to both the special and general educator. 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, including co-teaching models. This course requires 15 classroom observation hours.

EDUC 205 The Developing Child: PK to 4 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.
Core Category: Human Behavior

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, cultural and socioeconomic diversity, motivation, and evaluation and assessment of student learning. The emphasis will be on the practical relevance of this material for elementary and secondary educational settings. Students will learn the sociopolitical foundations of teaching and learning, and in developing attitudes and skills necessary for effective teaching.
Core Category: Human Behavior

EDUC 212 Teaching Multilingual Learners (MLs) 3
This course provides an overview of the full range of the methodology for teaching English as a Second Language (ESL)/English Language Development (ELD) appropriate for both K-12 classroom teachers and adult English Language Learners. It provides students a thorough understanding of the nature of teaching and learning ESL/ELD. Furthermore, this course examines the basics of teaching ESL/ELD history, theories, models, techniques, and applications; it enables them to incorporate the appropriate ESL/ELD 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 English learners' listening, speaking, reading, writing, and communication skills, the role of the teacher, the needs of the learner, language testing and assessment, materials design, use of new technology in language teaching, and the development of lesson plans.

EDUC 230 Special Topics 1-3
An eclectic approach to the reading process is explored, considering student learning modes and abilities. A holistic view is taken to various reading systems, i.e., phonics, linguistics, organic and experience based, individualized reading. Juvenile Literature is considered a basic part of instruction in reading. The Pennsylvania Framework for Reading, Writing and Talking Across the Curriculum 1990 is used as a text. The scope of the course covers beginning reading, reading in content areas, and reading difficulties of some children. Students tutor a child for a minimum of 10 hours during the semester.

EDUC 231 Technology in the Classroom 3
This course will examine how to integrate portable devices, use presentation tools effectively, implement multimedia and LMS platforms to support learning, including differentiated instruction. Students will learn digital citizenship and how to become a digitally competent educator.

EDUC 234 Child and Adolescent Development 3
This course will review the current research in child and adolescent development. It is a a study of developmental changes that occur from conception to young adulthood. Special emphasis is given to signifcant developmental milestones that impact biolgical, neurological, cognitive, emotional, social and behavioral functioning. The interaction of racial, ethnic, cultural, and gender dynamics will be explored.
Core Category: Human Behavior

EDUC 235 Urban Education 3
This course examines major issues in urban education from historical, political, economic, and social perspectives. Students will be 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.
Core Category: Social Justice

EDUC 240 Early Literacy Foundations 3
This foundational literacy course focuses on early literacy, beginning reading, and interrelated language arts. Emphasis will be given to the science of reading that addresses reading and writing as processes of constructing meaning. Students examine the developmental stages of reading, writing, and spelling. Students learn culturally and linguistically instructional strategies to teach phonemic awareness, linguistic patterns, phonics, comprehension, vocabulary, fluency, as well as technology to enhance instruction.

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 the 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 255 Early Childhood Education Lab 1
This course gives the student an opportunity to bridge the gap between theoretical knowledge and practical application in an early learning classroom (birth through 4th grade). A total of 30 hours of participation and observation within the classroom is required. The student will also complete readings, a field log, and structured writing assignments to assist the student in pairing theory and practice.

EDUC 282 Methods of Classroom Management 3
This course provides practical classroom management and support techniques for pre-service teachers. Various strategies and specific evidence-based interventions will be examined. This course requires 15 classroom observation hours.

EDUC 300 Arts Integration in the Classroom 3
This course investigates the creative process as an integral part of the educational framework in the context of contemporary learning theory. Primary focus is given to concepts of equity, accessibility, and the educational benefits of the creative process and the methods for implementing an integrated arts curricula. Students will research and understand art theory and practices, and be able to integrate artistic practices in lesson planning across various disciplines.

EDUC 306 Science and Health for Children 3
This course is designed to provide students with the experiences and tools needed to be effective Early Childhood Education and Middle Level Education science teachers. Students will learn strategies that allow for diverse learners to experience science through the hands-on inquiry approach including the 6-E instructional model. This class will be taught in a way that addresses how a student will establish an approach to teaching science that involves the use of cooperative and project-based learning experiences and inquiry methods.

EDUC 308 Teaching Social Studies 3
This course is designed to prepare effective social studies instructors to effectively teach diverse populations of students in grades PK-4. This course will also develop your understanding of the thinking, reading, and writing that is central to social studies and of how social studies and literacy goals can be integrated. Studying social studies is a process of inquiry that involves asking questions, conducting investigations, analyzing evidence, making evidence-based claims, and communicating conclusions.

EDUC 310 Math 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 strengths and needs for diverse students will be addressed.

EDUC 323 Trauma Informed Practices in Educational Settings 3
This course will explore the different types of trauma, its impact on communities, families, and special populations such as children and adolescents. Students will gain knowledge on how to become trauma-informed educators as well as learn about evidenced-based models and community resources that support victims of trauma.

EDUC 327 Early Childhood Principles & Procedures 3
This course examines current theories of early childhood education including Montessori, Play-based, Project-Approach, Reggio-Emelia and various constructivist philosophies. Various models of preschool programming is presented: Infant-Toddler, Child Care, Faith-based, Head Start/Home Start, Parent/Child Centers, Early Intervention, etc. 10 hours of Field work in varied preschool settings is required.

EDUC 328 Early Childhood Education 3
This course focuses on the discussion of current theories of early childhood education including Montessori, Project Approach, Reggio, Infant/Toddler Programs, Child Care, Preschool, Head Start, and Early Intervention. Students will examine best practices in curriculum, instruction, and assessment focused on Birth through 4th grade. A total of 10 hours of field work is required in two different models of early care and education.

EDUC 329 Early Childhood: 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 330 Special Topics 3

EDUC 338 Non-Profit Management for Early Learning Centers 3
This course provides a study in ethical theories and decision making as a foundation for focusing on issues specific to the nonprofit childcare sector. Focus is given to marketing, management of financial resources, IRS compliance, legal & ethical issues, licensing, fundraising, data management, and employee relations.

EDUC 370 Literature for Children and Adolescents 3
This course will introduce the importance of juvenile books and their use in meeting the needs of young readers. Course includes principles of selection and important sources of information about preschool through adolescent literature.
Core Category: Arts and Literature

EDUC 380 Teaching Communication Arts 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 Pennsylvania's Standards Aligned System.

EDUC 385 Emotional and Behavioral Disorders 3
This course is designed to provide teachers with the tools necessary to work with students with emotional and behavioral disorders. The course examines the various etiologies, characteristics, and evidence-based interventions for these disorders. Additionally, the course will concentrate on implementing appropriate inclusive classroom interventions using various positive behavior interventions and other applied behavior analysis methods. Students will develop effective Behavior Intervention Plans. This course requires 10 field experience hours.

EDUC 386 Autistic Spectrum Disorders 3
This course provides 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. 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.

EDUC 389 Early Intervention and Transition Planning 3
This course will examine aspects of the early intervention and transition processes from infancy to post-secondary. Emphasis is placed on importance of social, cognitive and sensory motor development, and appropriate service delivery in an inclusive setting. Self-determination will be explored as well as career and vocational education. Different types of early intervention and transition assessments will be examined. The course will help teachers become aware of the importance of working with families and community agencies.

EDUC 395 Field Experience in an Educational Setting Practice 3
Course is Pass/Fail

EDUC 400 Early Literacy Foundations 3
This foundational literacy course focuses on early literacy, beginning reading, and interrelated language arts from pre-kindergarten through 4th grade. Students investigate the cognitive/constructivist perspective of reading that addresses reading and writing as processes of constructing meaning. Students examine the developmental stages of reading, writing, and spelling as well as the four systems of language. Students learn culturally and linguistically instructional strategies to teach phonemic awareness, linguistic patterns, phonics, comprehension, vocabulary, fluency, as well as technology to enhance instruction.

EDUC 402 Reading and Learning Differences 3
This course involves 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.

EDUC 403 Reading and Writing Across Content Areas 3
This course examines all areas of literacy development for middle level and content area education. Students examine expository reading development in content areas of mathematics, science, social studies, music, and English, as well as the use of supplemental texts. Students analyze the reading and writing process and effective teaching practices that aid students' comprehension, vocabulary, critical thinking, studying, and writing. A variety of current research literature is reviewed and evaluated. This is a course for Reading Specialists, middle level and secondary education majors that meets state standards for certification in a content area. Students analyze and implement content area literacy assessments and strategies that may be employed before, during, and after reading.

EDUC 405 Teaching Techniques for Low Incidence Learners 3
This course provides techniques for teaching students with multiple handicaps and intellectual/cognitive disabilities. Specialized techniques will include applied behavior analysis, task analysis, use of adaptive equipment and prosthetic devices, prompting and cueing, and augmentative communication systems. This course requires ten field experience hours.
Prerequisites: EDUC 201

EDUC 406 Teaching Secondary Education Math and Science With Field Experience (110 Hrs) 3
The course examines evidence-based teaching and learning methods for secondary Math and Science students. Students will prepare curriculum, teaching units, testing and assessments. Students will also examine and demonstrate professional conduct and ethical decision making. There is an additional component of 110 field experience hours required in this course.

EDUC 407 Teaching Secondary Education English and Social Studies With Field Experience (110 Hours) 3
The course examines evidence-based teaching and learning methods for secondary Language Arts and Social Studies students. Students will prepare curriculum, teaching units, testing and assessments. Students will also examine and demonstrate professional conduct and ethical decision making. There is an additional component of 110 field experience hours required in this course.

EDUC 408 Education Seminar With Field Experience 3
This course will enable students to critically examine the major issues in education such as curriculum development, instructional methods, instructional strategy development, assessment, classroom management, and program/unit development. There is an additional component of 110 field experience hours required in this course.

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.

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 submit to the department a formal student teaching application (available on our website) December 15th-January 15th for the following Fall and Spring semester. 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 PK-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.

EDUC 417 Multicultural Education 3
This course 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.
Core Category: Cultural Perspectives, Social Justice

EDUC 418 Family and Community Collaboration 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.

EDUC 420 Seminar in Student Teaching 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 Assessment and Adaptation for MLs 3
The course identifies language testing and assessment issues, affords opportunities to examine assessment instruments, and provides practical experience in developing and using formal and informal assessment measures. Other areas addressed 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, effective lesson and curriculum planning. There are 10 observation hours in this course.

EDUC 450 ELD Field Experience Capstone 3
The TESOL Field Experience course provides aspiring ESL/EFL teachers with hands-on teaching opportunities while applying knowledge and methods from the field. It fosters a learning community for sharing ideas, receiving feedback, and collaborating with other students and teachers. This apprenticeship involves engaging with English Learners (ELs) in diverse classroom settings, emphasizing professionalism, reflection, and active participation. Students observe, plan, and teach ESL/EFL lessons, enhancing their teaching and assessment skills while networking with professionals. The course requires at least 50 hours of field experience, including 25 hours of observation, 15 hours of co-teaching, and 10 hours of independent teaching in settings such as public schools. Throughout, students receive both individual and group guidance to bridge classroom learning with real-world teaching practice.
Prerequisites: EDUC 422

EDUC 495 Internship 2-12

EDUC 498 Teaching Assistant 1-3

EDUC 500 Foundations of Education And Philosophical Foundations of Education 3
This course focuses on the historical, philosophical, sociological, legal, and curricular foundations of education. The evolution of education, the role of cultural diversity in education, curriculum and assessment, education standards, and issues and trends in education are explored. Participants analyze educational philosophies and develop a personal educational philosophy.

EDUC 501 Introduction to Special Education 3
This course is designed to enable students to understand and intervene with special needs students. The course will provide a historical overview of Special Education, including legislation and litigation issues. Students will examine current practices in the field, including classifications/definitions, patterns of behavior, assessment and intervention strategies. This course requires 15 classroom observation hours.

EDUC 502 Assessment and Evaluation 3
This course examines the assessment and evaluation processes used for determining progress for students in general and special education programming. Students will use best practices to develop an Individualized Educational Plan (IEP). Students will also write effective Educational Reports (ER), Transition Plans, and other reports and documents necessary to keep schools in compliance with state and federal guidelines.

EDUC 504 Inclusive Education with Experience 3
This course examines the concept of Inclusion and what it means to both the special educator and the general educator. 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. Requires 15 hours of observation.

EDUC 509 Education Seminar With Field Experience 3
A comprehensive approach to methods and materials appropriate for teaching adolescents. This will include twenty field experience hours with the major academic area in the middle/secondary schools.

EDUC 511 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, cultural and socioeconomic diversity, motivation, and evaluation and assessment of student learning. The emphasis will be on the practical relevance of this material for elementary and secondary educational settings. Students will learn the sociopolitical foundations of teaching and learning, and in developing attitudes and skills necessary for effective teaching.

EDUC 512 Tesol Methods With Field Experience 3
This course provides an overview of the full range of the methodology for teaching English as a second language (ESL) and as a foreign language (EFL), especially appropriate for the K-12 classroom teacher who has non-English speaking students in the classroom. It provides students a thorough understanding of the nature of teaching and learning ESL or EFL. It examines the basics of teaching ESL or EFL history, theories, models, techniques, and applications. It aims to enable students to incorporate the appropriate ESL or EFL 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, the role of the teacher, the needs of the learner, language testing and assessment, materials design, use of new technology in language teaching, and the development of lesson plans, including the selection and uses of texts and other materials. The course is designed as a laboratory experience, using multiple techniques and strategies of instruction. Students taking this course are required to complete a 10 hour field experience. This field experience will include both observation and engagement with English Language learners. Students are also expected to engage in extensive reading, research, class discussion, written reflection, and self-evaluation through dialogue, group projects, and field work.

EDUC 513 Teaching of Foreign Language and English As a Second Language 3
This course includes the methodology for teaching French, Spanish and English as a Second Language for teachers of foreign language. This course should only be taken by students who plan to teach French or Spanish.

EDUC 514 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.

EDUC 517 Multicultural Education 3
This course 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 critical incident analysis 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.

EDUC 518 Trauma Informed Schools 3
This course provides an in-depth exploration of trauma-informed approaches within educational settings. Recognizing the prevalence and impact of trauma on students' lives; educational professionals are increasingly called upon to create environments that foster healing, resilience, and academic success. Students will examine the neurobiological, psychological, and social effects of trauma on children and adolescents, considering how adverse experiences can manifest behaviorally, academically, and emotionally in the classroom. Through a blend of theoretical frameworks, case studies, and practical applications, participants will gain a comprehensive understanding of trauma-informed principles and practices.

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

EDUC 522 Assessment and Adaptation for MLs Development 3
The course identifies language testing and assessment issues, affords opportunities to examine assessment instruments, and provides practical experience in developing and using formal and informal assessment measures. Other areas addressed 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, effective lesson and curriculum planning. There are 10 observation hours in this course.

EDUC 530 Graduate Education Elective Transfer 1

EDUC 530J Special Topics: Field Experience Seminar 0
This course allows students to begin their practicum or internship field placement prior to the weekly seminars which will begin in the following semester. Its on-line format allows students to interact with the instructor and peers to obtain support and feedback as needed. (Supervision is provided by the approved field site supervisor). No academic credit is awarded for this course, but the course appears on the academic transcript. Graded pass/fail.
Course is Pass/Fail

EDUC 531 Classroom Technology and Assessment 3
In this course, students will learn ways to leverage technology throughout the assessment process, including creating, administering, and grading assessments. Students will create formative and summative assessments using technology, develop online testing procedures to maintain test integrity, and explore online tools to communicate grades with families.

EDUC 533 Emerging Technology Trends 3
In this course, students will explore elements of emerging technology, future-ready classrooms, flexible learning environments and issues related to technology integration. Students will examine contemporary issues regarding digital equity, privacy, media literacy and digital citizenship, and apply concepts of student-centered learning and online communities of practice to ISTE standards, while building skills to become teacher-leaders in instructional technology and design.

EDUC 534 Child and Adolescent Development 3
This course will review the current research in child and adolescent development. It is a study of the developmental changes that occur from conception to young adulthood. Special emphasis is given to significant developmental milestones that impact biological, neurological, cognitive, emotional, social, and behavioral functioning. The interaction of racial, ethnic, cultural, and gender dynamics will be explored.

EDUC 535 Urban Education 3
This course examines major issues in urban education from historical, political, economic, and social perspectives. Students will be 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 536 Child Development: PK-4 3
This course provides an advanced examination of the developmental theories and milestones associated with children birth through 10 years. Physical, Cognitive, Social, and Emotional development is viewed in the contexts of the family, community, and formal educational settings. Particular emphasis is placed on the interaction of social and cultural environments on learning and development.

EDUC 537 Early Childhood Education With Field Experience 3
This course examines the historical developments and current philosophies of early childhood education. The ways in which teachers apply various philosophies to curricular and structural components of early childhood programs are also investigated. This course requires 10 classroom observation hours for successful completion of this course.

EDUC 538 Nonprofit Management for Early Childhood Centers 3
This course provides an advanced study in ethical theories and decision making as a foundation for focusing on issues specific to the nonprofit childcare sector. Focus is given to marketing, management of financial resources, IRS compliance, legal & ethical issues, licensing, fundraising, data management, and employee relations.

EDUC 540 Early Literacy Foundations 3
This foundational literacy course focuses on early literacy, beginning reading, and interrelated language arts. Emphasis will be given to the science of reading that addresses reading and writing as processes of constructing meaning. Students examine the developmental stages of reading, writing, and spelling. Students learn culturally and linguistically instructional strategies to teach phonemic awareness, linguistic patterns, phonics, comprehension, vocabulary, and fluency as well as technology to enhance instruction.

EDUC 545 Education in a Global Context 3
This course will explore important concepts and trends affecting educational leadership as globalization accelerates. Students will focus on three strands of educational disciplines relevant to globalization: global education, international education, and comparative education.

EDUC 550 ELD Field Experience Capstone 3
The TESOL Field Experience course provides aspiring ESL/EFL teachers with hands-on teaching opportunities while applying knowledge and methods from the field. It fosters a learning community for sharing ideas, receiving feedback, and collaborating with other students and teachers. This apprenticeship involves engaging with English Learners (ELs) in diverse classroom settings, emphasizing professionalism, reflection, and active participation. Students observe, plan, and teach ESL/EFL lessons, enhancing their teaching and assessment skills while networking with professionals. The course requires at least 50 hours of field experience, including 25 hours of observation, 15 hours of co-teaching, and 10 hours of independent teaching in settings such as public schools. Throughout, students receive both individual and group guidance to bridge classroom learning with real-world teaching practice.

EDUC 551 Instructional Design and Integration 3
This course is designed to provide students with a foundational understanding of instructional design principles and practices. Students learn to choose appropriate tools for online instruction and to design media and assessments using these tools. This course contains a 20 hour field experience in an online classroom

EDUC 553 Assistive Technology and Accessibility 3
This course provides an in-depth look at how to create an inclusive learning environment for all students. Students will explore the role of technology in accessibility, including how to use assistive technology to create a positive learning environment for students with disabilities. Additionally, students will understand the principles of universal design for learning, and how to incorporate these principles into their teaching.

EDUC 571 Teaching Math, Science and Health 3
This class looks at contemporary methods of teaching mathematics, science and health for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. NOTE: This is a Stage 3 Field Experience course for certification. Students are expected to complete a minimum of 10 hours in a self-selected field placement. Proof of clearances will be required. Please consult the field experience handbook for additional expectations.

EDUC 572 Teaching Language Arts and Social Studies 3
This class looks at contemporary methods of teaching language arts and social studies for all students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. NOTE: This is a Stage 3 Field Experience course for certification. Students are expected to complete a minimum of 10 hours in a self-selected field placement. Proof of clearances will be required. Please consult the field experience handbook for additional expectations.

EDUC 573 Mtd Mid/Sec Math, Sci & Hlth 3
This class looks at contemporary methods of teaching mathematics, science and health for secondary and middle level students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. NOTE: This is a Stage 3 Field Experience course for certification. Students are expected to complete a minimum of 10 hours in a self-selected field placement. Proof of clearances will be required. Please consult the field experience handbook for additional expectations.

EDUC 574 Mtd Mid/Sec Lang Arts & Ss Studies 3
This class looks at contemporary methods of teaching language arts and social studies for secondary and middle level students. The primary focus will be the use of cooperative learning and a hands-on approach to teaching. NOTE: This is a Stage 3 Field Experience course for certification. Students are expected to complete a minimum of 10 hours in a self-selected field placement. Proof of clearances will be required. Please consult the field experience handbook for additional expectations.

EDUC 584 Identifying Gifted Behaviors & Potential With Field Experience 3
This graduate-level course provides a comprehensive exploration of gifted education, focusing on the identification and support of gifted learners from diverse backgrounds. Students will examine the historical evolution of giftedness concepts, current theories, and best practices in identifying and nurturing gifted potential. The course covers characteristics of giftedness across various populations, challenges in identifying gifted traits in underserved groups, multiple assessment strategies, and the unique social-emotional needs of gifted individuals. Emphasis is placed on developing cultural competence in gifted education, understanding asynchronous development, and recognizing gifted behaviors that may be masked by factors such as twice-exceptionality or English language learning status. Participants will gain practical skills in identifying gifted behaviors, designing appropriate educational services, and advocating for diverse gifted learners.

EDUC 587 Instructional Leadership and Supervision With Field Experience 3
This course equips aspiring educational leaders with the knowledge and skills needed to effectively supervise and support teachers to promote student achievement and growth. Students will explore best practices in the supervision of teachers, emphasizing current trends, technology, and adult learning theory. The course also covers the basics of supervisory tasks, including observation, planning, assessment, and evaluation, while highlighting strategies for fostering culturally responsive teaching and equitable school environments. Students will design a job-related proposal for institutional change. Sixty (60) hours of Field Experience Required.

EDUC 588 The Principal As Instructional Leader 3
This course prepares students to understand the principal's role as chief academic officer of the school and guardian of quality instruction in the multicultural school. Students will develop skill in analyzing need, articulating curriculum standards, affirming sound pedagogical practices, initiating planning strategies and overseeing the supervision process. Twenty hours of internship under the supervision of an experienced principal are required.

EDUC 591 The Principalship With Field Experience 3
The student will integrate course work with on-site activities and field experiences necessary for the successful principal to focus on developing knowledge and skill to think and plan strategically, creating an organizational vision around teacher and student success. Students will engage in administrative and leadership responsibilities while examining and participating in special education processes, gaining knowledge in classifications/definitions, and learning assessment and intervention strategies for these students. Student interns will complete 60 field placement hours (a total of 360 internship hours are required for certification). Clearances must be submitted and cleared through CastleBranch or through Employer Verification within the first week of class. If clearances are not received/cleared, students will be administratively dropped from the course.

EDUC 598 The Principal As a Leader of Organizational Change 3
Students will integrate course work with on-site activities and field experiences necessary for the successful principal to focus understanding of the school principal as leader and manager of change. Students will examine key leadership modes and how to maximize impact in the principal role. Students will engage in administrative and leadership responsibilities while examining school law and ethics. Students will create a culture of teaching and learning to engage and empower those outside of education to help pursue learning excellence that will support professional growth of self and others. Student interns will complete 120 field placement hours (a total of 360 internship hours are required for certification). Clearances must be submitted and cleared through CastleBranch or through Employer Verification within the first week of class. If clearances are not received/cleared, students will be administratively dropped from the course.

EDUC 599 Leadership Models for Effective Education 3
The student will integrate course work with on-site activities and field experience necessary for the successful principal to focus on leading data driven decision-making efforts for student success within diverse school settings. Understanding the budget process and building a school budget as well as how the budge is related to national standards and school visioning and planning, will be addressed. Students will engage in a variety of administrative and leadership responsibilities while completing field experiences. Student interns will complete 120 field placement hours (a total of 360 internship hours are required for certification). Clearances must be submitted and cleared through CastleBranch or through Employer Verification within the first week of class. If clearances are not received/cleared, students will be administratively dropped from the course.

EDUC 602 Reading and Learning Differences 3
This course involves 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. (Prerequisite: EDUC 540 or 603)
Prerequisites: EDUC 540 or EDUC 603

EDUC 603 Reading and Writing Across Content Areas Secondary Content Areas 3
This course will examine all areas of literacy development from foundational literacy to content area education. A main emphasis will be to examine expository reading development in content areas of mathematics, science, social studies, music, and English as well as the use of supplemental texts. Emphasis will be given to the reading and writing process and effective teaching practices that aid students' comprehension, vocabulary, critical thinking, studying, and writing. A variety of current research literature will be reviewed.

EDUC 604 Assessment, Intervention and Reporting Of Literacy Progress 3
This course should be taken following EDUC 602: Reading and Learning Differences. It will expand the student's knowledge of on-going comprehensive and evidence-based instruction through the use of assessment and observation. The students will examine and explore assessment tools and examine various informal reading inventories (IRIs), curriculum-based assessments, spelling assessments, literacy self-perception and attitude scales for the purpose of increasing literacy development while working with a student to administer and analyze the results of these assessments (30 hours total of field work). Focus will be given to developing effective home-school partnerships by communicating results and recommendations with parents. Examination of Multitiered System of Support (MTSS) processes, universal screening, progress monitoring, multi-tiered instruction, and research-based interventions will be included. Students will write an evaluative report and collaborate with colleagues.
Prerequisites: EDUC 602

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

EDUC 610 Student Teaching 6
Observation and teaching in an approved classroom with guidance and evaluation. At least 12 weeks of full-time student participation is required. Students must apply for student teaching at least two semesters in advance.
Corequisites: #Take EDUC-620

EDUC 612 Reading Specialist Practicum 3
This practicum offers a supervised, immersive field experience where you'll apply your reading instruction knowledge in a real classroom. Under the guidance of a university professor and an on-site certified reading specialist, you'll gain hands-on experience managing instruction and collaborating with other professionals. You'll assess student literacy, communicate with families to support instruction, develop reflective teaching practices through video analysis, and prepare an in-service workshop for educators or parents. Required 105 field experience hours.
Prerequisites: EDUC 604

EDUC 614 Practicum for the Supervisor 3
The student will spend a minimum of 300 hours working with a nurse supervisor of Pupil Personnel services in a school district under the supervision of a faculty member from Eastern University. If the student is already an acting supervisor or coordinator in a school setting, the assignments will be fulfilled on the job with supervision from Eastern University. A prescribed number of assignments must be completed which include but are not limited to activities in program development, policy determination, staff development, budgeting, and role analysis and program evaluation. Clearances must be submitted and cleared through CastleBranch or through Employer Verification within the first week of class. If clearances are not received/cleared, students will be administratively dropped from the course.

EDUC 617 Advanced Education Seminar 3
This advanced graduate seminar serves as a capstone experience, allowing students to synthesize and apply their knowledge to real-world challenges in education and related fields. Through project-based learning, students will develop a culminating project that aligns with their professional interests. Project options include curriculum development, policy analysis, program evaluation or a grant proposal. The course will also introduce practical skills in securing funding and resources, including an overview of grant writing, and the primary emphasis will be on designing and presenting a well-researched, impactful project. Students will engage in peer collaboration, professional writing, and critical reflection to refine their work and articulate its significance within their field.

EDUC 617B Advance Seminar in Multicultural Education: Brain Based Behavioral Intervention 3
This advanced graduate seminar is designed to help students explore in depth a focused topic of multicultural education and its implication on curriculum development. Topics for this course will vary. Students are allowed to repeat the course once to earn up to 6 credits. (Prequisite: EDUC 417 or EDUC 517).

EDUC 620 Seminar in Student Teaching 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.
Corequisites: #Take EDUC-610

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

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

EDUC 630G Special Topics in Reading With Field Placement 6

EDUC 635 Research Design 3
This course will introduce students to the knowledge base, processes, experiences, and skills involved in designing and conducting research studies in education and the social sciences. The course will provide a survey of quantitative, qualitative and mixed research methods, as well as opportunities for students to critically examine educational research studies.

EDUC 645 Education Field Experience 3
Designed to provide a supervised field experience in a classroom environment. Students' specific placement depends on their certification requirements. Students are evaluated by their mentor and university supervisors. There are 40 field experience hours required. Prerequisites: Completion of all certification coursework.

EDUC 655 Modified Student Teaching 1
This course provides an opportunity for post-baccalaureate students and teacher certification candidates to connect theoretical knowledge with practical application in a modified student teaching setting, specifically for those seeking a second Instructional I certification in health and physical education or special education. A minimum of 70 hours of participation and observation within the classroom or school environment is required Students may use this 1-credit course to complete more hours, until the required 210 hours for the certification has been met. This course may be taken up to three times to fulfill the requirements of this modified student teaching experience. A course fee of $100 is required.
Course is Pass/Fail

EDUC 680 Special Topic: Lesson Planning for ELs in Inclusive Classrooms 3
This course provides insight on how to improve the quality of lesson planning for EL students through a culturally responsive, inclusive lens.

EDUC 680B Selected Topics in Esl: Meeting the Needs of SLIFE in Our Schools 3
This course provides practical information for those teaching SLIFE students, a diverse group of ESL students, with limited or interrupted formal education. Through course readings, discussions, presentations, hands-on practice using strategies, lesson planning and reflective writings, participants will develop understanding of the unique language, literacy, academic, socio-emotional, and cultural needs of SIFE students and learn best practices for meeting those needs in schools and classrooms.

EDUC 680C Co-Teaching for English Learners: Collaborative Planning, Instruction, Assessment, and Reflection 3
This hands-on course brings together teachers of English Learners in inclusive classrooms with ESL Program Specialists within schools for readings, discussions, reflective writing, activities, collaborative lesson planning and peer coaching. Participants in the course will work as teams throughout the course and continue their cooperation moving forward through communities of practice.

EDUC 680D Summer Academy for a Professional Learning Community 1
This hands-on course brings together teachers of English Learners in inclusive classrooms for reading of relevant literature, practicing evidence-based strategies for more effective teaching, discussions, reflective writing, activities, and peer coaching. Participants in the course will form professional learning communities designed to provide ongoing instructional support throughout the coming school year. The course will consist of class discussion and activities, videos, reading, reflective writing, lesson planning, blogging, and oral reports.

EDUC 681 Teaching Techniques for Low Incidence Learners 3
This course provides techniques for teaching students with multiple handicaps and intellectual/cognitive disabilities. Specialized techniques will include applied behavior analysis, task analysis, use of adaptive equipment and prosthetic devices, prompting and cueing, augmentative communication systems. This course requires 5 hours of field experience in a classroom.

EDUC 682 Assessment and Evaluation 3
This course examines the assessment and evaluation processes used for determining progress for students in general and special education programming. Students will use best practices to develop an Individualized Educational Plan (IEP). Students will also write effective Educational Reports (ER), Transition Plans, and other reports and documents necessary to keep schools in compliance with state and federal guidelines.

EDUC 684 Inclusive Education With Field Experience 3
This course examines the concept of Inclusion and what it means to both the special educator and the general educator. 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. Requires 10 hours of observation.

EDUC 685 Emotional and Behavioral Disorders 3
This course is designed to provide students with the tools necessary to instruct and intervene with students identified with emotional and behavioral disorders. Students will examine the various causes and theories for these disorders. There will be an additional focus on recognizing these disorders and managing them in the inclusive classroom using various positive behavior interventions and other appropriate methods. NOTE: This is a Stage 3 Field Experience course for certification. Students are expected to complete a minimum of 10 hours in a self-selected field placement. Proof of clearances will be required. Please consult the field experience handbook for additional expectations.

EDUC 686 Autism Spectrum Disorders 3
This course gives an overview of the characteristics and learning traits, classification systems, assessment strategies, approaches and interventions related to students with autism. 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.

EDUC 687 Early Intervention With Pdd and Other Exceptionalities With Field Experience 3
This course examines 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. Students will have 10 hours of field experience in an early intervention setting.

EDUC 689 Early Intervention & Transitional Plan 3
This course will examine aspects of the early intervention and transition processes from infancy to post-secondary. Emphasis is placed on the importance of social, cognitive and sensory motor development, and appropriate service delivery in an inclusive setting. Self-determination will be explored as well as career and vocational education. Different types of early intervention and transition assessments will be examined. The course will help teachers become aware of the importance of working with families and community agencies.

EDUC 715 Foundations of Educational Theory and Inquiry 3
This course examines the philosophical, psychological, and theoretical foundations that shape education and leadership. Students will explore historical and contemporary educational paradigms, epistemologies, and frameworks that inform teaching, learning, and leadership in K-12 settings. The course emphasizes the application of educational and psychological theories to address real-world challenges in leadership, curriculum, and instruction. Through critical inquiry, students will conduct theory-driven research, analyzing how different perspectives influence educational policy, equity, and innovation.

EDUC 716 Educational Policy, Leadership, and Organizational Change 3
This course uses organizational problem analysis to explore the development, implementation, and impact of educational policies at the local, state, and federal levels. Students will examine how policies influence curriculum, accountability, and equity, while also learning strategies for advocacy and reform. The course emphasizes organizational change, including equity-focused initiatives, policy-driven reforms, and school improvement strategies. Students will design policy-based interventions that support culturally responsive leadership and systemic transformation.

EDUC 717 Ethical Leadership and the Future of K-12 Education 3
This course prepares students to navigate ethical dilemmas in K-12 leadership, focusing on equity, student rights, discipline, and digital ethics. Through case studies and leadership simulations, students will explore how global trends, and social dynamics shape school leadership. The course integrates systems-thinking approaches to analyze teacher retention, school climate, and funding disparities, while also guiding students in developing long-term leadership growth plans that support sustainable and ethical decision-making.

EDUC 718 Leadership, Innovation, and Technology in Education 3
This course examines how educational leaders strategically and innovatively integrate technology to transform teaching, learning, and administration. Students will explore the legal and policy considerations surrounding AI and data privacy while analyzing how emerging technologies impact instructional leadership, accessibility, organizational effectiveness, and student outcomes. The course emphasizes leveraging digital tools, learning analytics, and big data to drive equity-centered innovation in K-12 systems. Students will develop a comprehensive, technology-driven strategic plan tailored to their specific leadership contexts, using data to inform sustainable change and professional development initiatives.

EDUC 720 Inquiry Into Problems of Practice 3
This course is designed for students to gain a detailed understanding of the problems of practice with quantitative, qualitative and mixed methods designs. This course provides students with a foundational understanding of the various approaches and quality indicators of educational research through the examination and analysis of existing research in the field of education. Students are introduced to research design paradigms, the development of literature reviews, basic education statistics, formulating problem statements and research questions, theoretical frameworks, qualitative and quantitative research procedures and evaluation of research.

EDUC 721 Qualitative Resaerch Methodologies 3
This doctoral research methodology course introduces doctoral students to a variety of qualitative research approaches including ethnography, grounded theory, phenomenology, case study, narrative inquiry, and autoethnography. Students analyze the qualitative research process and design and develop qualitative research proposal writing.
Prerequisites: EDUC 720

EDUC 722 Quantitative Research Methodology 3
This quantitative research methodology course introduces students to the knowledge base and skills necessary to design and conduct quantitative research studies associated with problems of practice. The course emphasizes the development of quantitative reasoning, critical thinking skills, academic writing skills, and problem solving to critically evaluate published research as well as design one's own research. Specific methods covered in this course include surveys and experiments using SPSS, descriptive statistics, inferential tests (t-tests, ANOVA, regression). Students are also introduced to salient concepts of psychometric theory (i.e., scales of measurement, instrumentation, reliability and validity of leadership instruments), sampling, and the role of theory and the literature in research design.
Prerequisites: EDUC 720

EDUC 723 Advanced Research Methods in Problems of Practice 3
This advanced course prepares doctoral students to become skilled researchers capable of addressing complex, real-world problems through mixed methods inquiry. Students will learn to design and execute theoretical and practical robust mixed methods studies that integrate both qualitative and quantitative approaches. The course emphasizes critical analysis, data triangulation, and the synthesis of findings across data types to generate meaningful insights for educational practice and policy. Through the development of an actionable research project, students will apply advanced data analysis techniques and translate their findings into practical, audience-ready outputs. Final products may include policy briefs, evaluation reports, infographics, or other knowledge mobilization tools tailored to schools, districts, or educational organizations.
Prerequisites: EDUC 721 and EDUC 722

EDUC 730 Educational Assessment & Organizational Innovation 3
This doctoral-level course explores the relationship between learning theory and data-informed leadership in educational contexts. Emphasizing ethical, equitable, and strategic use of data, students examine how assessment systems can support instructional improvement, organizational change, and positive learner outcomes. The course prepares students to critically evaluate assessment practices, engage stakeholders in data conversations, and lead with integrity in navigating complex educational decisions. Track-specific emphases allow Educational Psychology students to focus on psychometrics, cognitive development, and learner variability, while PK-12 Leadership students concentrate on accountability systems, school improvement, and inclusive leadership. Students will apply theory to practice through case studies, reflective analysis, and the design of contextually relevant data-informed initiatives.

EDUC 732 Current Trends in Education 3
This course critically examines emerging trends, challenges, and innovations shaping education today, with a focus on both K-12 leadership and educational psychology. Students will explore the impact of policy shifts, advancements in learning sciences, the role of technology, and evolving equity issues on educational systems and leadership practices. Using a problem-based and inquiry-driven approach, students will assess the implications of current research and reform efforts on instructional practices, leadership decision-making, and student outcomes. The course encourages critical reflection, research-based analysis, and practical application to ensure leaders across diverse educational settings are prepared to drive innovation and equity-centered change.

EDUC 733 Educational Law, Policy and Governance 3
This course provides a macro view of the governance structures of education with a micro view of PK-12 management and governance related to the local influence of education and the role of the leader. Topics include developing productive board relations, building a community culture that values learning, and securing support for the mission of the school organization through positive public relations and relationship building with external institutions, businesses, and agencies.

EDUC 734 Fiscal Management and Strategic Planning 3
This course examines the legal and fiscal knowledge required of educational leaders to effectively manage organizational resources. Students analyze current laws and court decisions at local, state, and federal levels and explore their impact on fiscal management. The course covers strategic fiscal planning, resource allocation, funding sources unique to education, and ethical considerations in financial decision-making. Students will develop skills to create sustainable budgets, navigate complex funding environments, and align fiscal strategies with organizational goals to promote equity and long-term success.

EDUC 735 Current Issues in Assessment, Mentoring, and Supervision 3
This doctoral-level course offers an in-depth exploration of the most pressing and evolving issues in assessment, mentoring, and supervision from an educational psychology perspective. Students will engage with contemporary challenges and opportunities in delivering effective support services within diverse educational settings. The curriculum will address practical considerations and evidence-based strategies related to topics such as ethical dilemmas in practice, navigating complex relational dynamics, fostering resilience and well-being, leveraging supervision for professional growth, and developing effective mentoring programs. Through case studies, current literature review, and applied discussions, students will develop advanced proficiencies in understanding, critically evaluating, and responding to current issues in these interconnected professional domains, preparing them for leadership roles as educational psychologists.

EDUC 736 Home, School, and Community Engagement 3
This doctoral-level course provides an in-depth exploration of the critical intersection between home, school, and community in fostering optimal student development and systemic educational improvement. Students will acquire advanced proficiencies for school leaders to cultivate healthy, safe, and supportive learning environments that are deeply embedded within their community contexts. The course emphasizes the strategic development of productive community relationships, promoting the success and well-being of every student through collaborative engagement and the co-creation of a shared vision for the school community. Through advanced scholarship and practical application, students will be prepared to lead transformational initiatives that bridge home, school, and community divides.

EDUC 750 Leadership and the Chief Executive Office in Education 3

EDUC 760 Equity, Justice & Accountability in Educational Leadership and Policy 3

EDUC 780 Advanced Study of Educational Law and Finance 3

EDUC 800 Dissertation in Practice Seminar Series I 1
The Dissertation in Practice (DIP) process is a developmental one. This seminar series is intended to guide students in the development of their DIP through an understanding of the requirements of the dissertation in practice, which includes brainstorming a topic for the DIP, on-going scholarly and professional reading and writing following the most current format and style of the American Psychological Association. This seminar series bridges coursework and independent research, providing structure and guidance at a crucial transition point. For this seminar I, students will become oriented to doctoral work which includes doctoral writing, a tutorial for foundations coursework, orientation to the library and support around the use of AI.

EDUC 801 Dissertation in Practice Seminar Series II 1
The Dissertation in Practice (DIP) process is a developmental one. This seminar series is intended to guide students in the development of their DIP. In this seminar II, students will develop a prospectus. A dissertation prospectus provides an outline of the students' proposed dissertation research to include the problem of practice and its significance, the methodology, and a preliminary outline serving as guide for the dissertation in practice.

EDUC 802 Dissertation in Practice Seminar Series III 1
The Dissertation in Practice (DIP) process is a developmental one. This seminar series is intended to guide students in the development of their DIP. In this seminar III, doctoral students will complete and present their comprehensive portfolio.

EDUC 880 Educational Leadership Practicum 3

EDUC 890 Dissertation Proposal 3
This course supports students in the process of dissertation proposal development. Course materials and instructor feedback will guide students as they apply the knowledge obtained in previous courses to develop a dissertation proposal.

EDUC 900 Dissertation 6
The doctoral dissertation is designed to demonstrate the student's ability to conduct scholarly research. This project is accomplished through the collection and analysis of research data on a specific problem. The research must be on a problem worthy of study, using both primary and original data. The goal is to develop new sources of knowledge within an intellectual tradition. Successful completion/approval of proposal in EDUC 890 Dissertation Proposal is a prerequisite to this course and subsequent dissertation courses.
Prerequisites: EDUC 890

EDUC 901 Dissertation II 4.5
The doctoral dissertation is designed to demonstrate the student's ability to conduct scholarly research. This project is accomplished through the collection and analysis of research data on a specific problem. The research must be on a problem worthy of study, using both primary and original data. The goal is to develop new sources of knowledge within an intellectual tradition. Successful completion/approval of proposal in EDUC 890 Dissertation Proposal is a prerequisite to this course and subsequent dissertation courses.
Prerequisites: EDUC 900
Course is Pass/Fail

English (ENGL)

ENGL 100 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 100. NOTE: Students taking ENGL 100 must take ENGL 102 the following semester in order to receive credit for both courses. Both courses should be taken during the first year. ENGL 100 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 101 Introduction to Academic English 3

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. This course must be passed with a grade of C or better.

ENGL 130 Special Topics 1-3

ENGL 202W Introduction to Critical Reading 3
This course is an introduction to the practices of critical reading, chiefly of artistic literature, but with applications for all types of texts; academic, professional, and popular. Through an introduction to major genres of literatures, literary terminology, and foundational theories, students will develop critical skills in analysis, interpretation, and argument while considering their own reading habits in the context of a range of reading traditions. This course is Writing Intensive and includes an analytical research project on a text of the student's choosing (topic subject to approval).

ENGL 204 Masterpieces of European Literature 3
Concentrates on the great works and ideas which have helped to shape the life and thought of western civilization. Recommended background for students intending to major in English.
Core Category: Western Tradition, Arts and Literature

ENGL 205 Survey of British Literature I 3
A survey of the important periods, movements, genres, and writers of British literature from the Anglo-Saxon period to the eighteenth century. Required of all English Literature majors.
Core Category: Arts and Literature

ENGL 206 Survey of British Literature II 3
A survey of the important periods, movements, genres, and writers of British literature from the nineteenth century to the contemporary period. Required of all English Literature majors.
Core Category: Arts and Literature

ENGL 207 Studies in Drama 3
A study of the development of drama, emphasizing major themes and currents in modern drama.
Core Category: Arts and Literature

ENGL 208 Studies in Poetry 3
A study of poetry to discover its intimacy with daily experience, emphasizing the evolution of poetry through its changing use and developments in form and individual expression.
Core Category: Arts and Literature

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.
Core Category: Arts and Literature

ENGL 215 American Literature I 3
A survey of the important periods, movements, genres, and writers of the United States from the colonial period through the Civil War.
Core Category: Arts and Literature

ENGL 216 American Literature II 3
A survey of the important periods, movements, genres, and writers of the United States from the Civil War to the contemporary period. Required of all English majors.
Core Category: Arts and Literature

ENGL 220 Studies in the Novel and Short Fiction 3
A course that examines the elements of fiction in short story and novel form, selecting contemporary authors who focus on justice issues and multicultural experience.
Core Category: Arts and Literature

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.
Core Category: Cultural Perspectives

ENGL 230 Special Topics 1-3

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 fictional character.
Core Category: Cultural Perspectives

ENGL 236 Young Adult Literature 3
This course examines contemporary young adult literature (YAL) and its main categories, including realistic fiction, fantasy, dystopian/sci-fi, historical, memoir, and graphic novel. We will consider the literary merits of selected award-winning and notable YAL texts as well as their potential to contribute to larger discussions of social, multicultural, and justice issues. Connections between YA novels/memoirs and the multimedia landscape of film, social media, blogs, etc. will also be explored. Students will have the opportunity to produce both critical and creative works as they respond to texts as well present on current trends in YAL.
Core Category: Arts and Literature

ENGL 245W Introduction to Creative Writing 3
The course introduces students to creative work in three of the following genres: poetry, fiction, nonfiction, 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.
Core Category: Arts and Literature

ENGL 250 Writing Assistant Training Seminar 3
A seminar offering training in both theory and practice. Topics include writing center theory, effective interpersonal communication, and the teaching of grammar and writing strategies. This course is required for students planning to work as writing assistants in Eastern's Writing Center but can also be taken as an elective. Prerequisites: "C" in ENGL 102.
Prerequisites: Take ENGL 102; Minimum grade of C

ENGL 299 Selected Gender Studies Topics in Literature 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 by-yearly during Summer I session, in Oceanwood, Maine.
Core Category: Arts and Literature

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.

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.

ENGL 315 Irish Literature 3
This course aims to introduce students to some of the great works and writers of Irish literature as well as considering samples from Celtic mythology and Irish folklore, the course will go on to concentrate on literature written from the late nineteenth century to the contemporary period. In the course of the semester questions surrounding various constructions of Irish identity will be raised and the class will consider how these questions are reflected in the poetic, dramatic, and fictional productions of primarily modern and contemporary Irish writers.
Core Category: Arts and Literature

ENGL 316 Scottish Literature 3
This course aims to introduce students to some of the great works and writers of Scottish literature. Starting with a brief overview of Scottish history, language, and culture as well as considering some examples of Scottish mythology and Scottish folklore, the course will go on to concentrate on literature written from the time of Robert Burns(late 18th century) to the contemporary period. In the course of the semester, questions surrounding various constructions of Scottish identity are reflected in poetic and fictional productions of primarily modern and contemporary Scottish writers.
Core Category: Arts and Literature

ENGL 317 Writing for Publication 3
Students in this advanced writing course will be introduced to publication, including traditional avenues, options in self-publication, and ebook applications. They will practice crafting cover letters, managing submissions of their own work, and learn what to do in the face of rejection letters. In addition to refining their fundamental skills for the field- introducing the development of publishable writing samples- the course provides an opportunity for students to reflect on the cultural role of publishing and the contemporary emergence of the "virtual" publishing environment. Prerequisite: minimum grade of C in ENGL 245W, ENGL 299, ENGL 340, ENGL 341, ENGL 343, or ENGL 344.
Prerequisites: ENGL 245W, ENGL 299, ENGL 340, ENGL 341, ENGL 343 or ENGL344

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 17th 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 & 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.

ENGL 329 Nineteenth Century British Literature 3
An examination of the literature of the long 19th century (1789-1901) to consider its relation to the tradition of British literature and to gain an understanding of the age and its relevance to the twentieth and twenty-first centuries, with an emphasis on the novel and poetry. Recommended for juniors and seniors.

ENGL 330 Special Topics 1-3

ENGL 330F Special Topic: Cyberpunk Literature 3
This course is an introduction to Cyberpunk, a subgenre of science fiction, that explores the figure of the Cyborg, a once-mythic figure that combines flesh and technology. In doing so, the course will examine this movement's portrayal of the relationship between technology and the body in literature, film, and music. The cyberpunk movement's uneasy relationship with technology such as AI, body modifications, and gene editing portrays these various techniques as variously utopian and dystopian. The movement consistently yearns for and fears a spiritual presence beyond the technology and the class will offer Christianity as a lens for making sense of and understanding the questions raised by our authors and interlocutors.

ENGL 336 Russian Literature and 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 ninteenth-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 Translation 3
The course treaths 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.

ENGL 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.

ENGL 342 Advanced Writing: Drama 3
Workshop setting that provides practice in writing drama from exploratory character biography, monologue, and scene planning to a full-length one-act 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: Memoir 3
Students in this advanced writing course will practice writing memoir, exploring memories and themes from personal experience to attempt to arrive at universal truths. Students will read and discuss several contemporary memoirs in order to better understand the genre. Topics include the changing nature of memory and the distinctions between private and public language. The course combines reading, writing, analysis, workshop and discussion. Enrollment is limited; junior and senior English majors given first consideration.

ENGL 344 Advanced Writing: Short Fiction 3
Workshop setting that provides practice in writing short fiction, with emphasis on invention and the craft of revision. Exploration of classic forms such as the sketch, parable, tale, and realistic fiction as well as more recent developments in the short short and metafiction. Enrollment is limited; junior and senior English majors are given first consideration.

ENGL 395 Field Experience 1-3
Course is Pass/Fail

ENGL 400 Directed Study 1-3

ENGL 410 The Teaching of English-Communications 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 3
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.

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.

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 Senior Seminar: Writing 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. This course cannot be taken by way of individualized instruction.

ENGL 495 Internship 1-12
An internship provides the opportunity for English majors to gain pratical experience.

ENGL 498 Teaching Assistant 1-3

ENGL 499 Research Assistant 1-3

Entrepreneurial Studies (ENTR)

ENTR 105 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 205 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.
Prerequisites: ENTR 105

ENTR 315 Entrepreneurial Sales & Marketing 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.
Prerequisites: ENTR 105

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.
Prerequisites: 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 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.
Prerequisites: ENTR 105 and FINA 350

ENTR 495 Entrepreneurial Internship 3
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. 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: Junior or senior standing and major in Entrepreneurial Studies.

Exercise Science (EXSC)

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 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, Health Science, Pre Nursing and Biology majors.

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.

EXSC 260 Strength Training 2
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. This course is open to Exercise Science majors only. Other majors would need permission from the KInesiology Dept Chair.

EXSC 298 Group Exercise Instruction 3
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.

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.
Prerequisites: BIOL 234 and EXSC 200

EXSC 350W Research Methods 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 170 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 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 BIO 233.
Prerequisites: 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.
Prerequisites: BIOL 234

EXSC 360 Psychology of Sport and Exercise 3
This course is designed for students interested in the psychological dynamics related to sports and exercise behavior. This course will introduce students to various theories and practices intrinsically related to the field of sport and exercise psychology. Additional emphasis will include interventions and strategies to promote exercise behaviors and long-term adherence to a physically active lifestyle. This course will also cover how sports and exercise performance and behaviors impact psychological processes.

EXSC 380 Sports Nutrition 3
This course offers an advanced overview of the roles in nutrient selection, metabolism, and timing play in supporting and improving human physical performance. Emphasis will be placed on applying evidence-based strategies and recommendations to realistic case studies as well as on preparing students to sit for certification exams within the exercise sciences that include nutrition as a component. In addition, current controversies within the field will be critically evaluated and topics of student interest within the field will be explored. Prerequisite: EXSC 220.
Prerequisites: EXSC 220

EXSC 395 Exercise Science Testing Lab 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.
Prerequisites: EXSC 352

EXSC 400 Directed Study 1-3

EXSC 410 Corrective Exercise and Movement Analysis 3
This course is intended to provide accurate and scientific evidence-based information on human movement analysis and corrective exercise prescription. Topics covered include movement analysis, biomechanics of the human body, musculoskeletal assessment, and corrective exercise prescription. Students will incorporate their Christian values into an appreciation of healthy musculoskeletal movement, their personal health and in the lives of others they serve.
Prerequisites: Take BIOL 233, BIOL 233L, BIOL 234, BIOL 234L, and EXSC 351

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 emphasizing the role of exercise.
Prerequisites: EXSC 352

EXSC 416 Exercise Metablism and Pharmacology 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.
Prerequisites: EXSC 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 350W and EXSC 352.
Prerequisites: EXSC 350W and EXSC 352

EXSC 451 Professional Development in Exercise Science 1
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.
Prerequisites: 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.
Prerequisites: EXSC 453

EXSC 495 Internship 3-12
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.
Prerequisites: EXSC 453

EXSC 498 Teaching Assistantship 1-3

EXSC 499 Research Assistantship 1-3

Finance (FINA)

FINA 250 Financial Institutions and Markets 3
Explores the types of financial markets, the securities that are traded within those markets and the financial institutions that serve those markets. The operations, management and valuation of financial institutions including commercial banks, mutual funds, securities firms, and insurance companies are examined. The characteristics of money and capital markets and the pricing, risk and tax impacts of financial instruments sold in those markets are analyzed from different types of stocks and bonds to asset-backed and mortgage-backed securities. The basics of the financial futures and option markets are examined.
Prerequisites: ECON 203

FINA 270 Financial Industry Fundamentals 3
Introduces students to the securities industry, including how the markets work, equity and debt securities, issuing securities in the primary market, the role of a broker/dealer, role of a registered representative, customer accounts, professional conduct, regulatory responsibilities and documentation requirements.
Prerequisites: ECON 203

FINA 340 Financial Industry Essentials 3
Introduces students to the securities industry, including how the markets work, equity and debt securities, issuing securities in the primary market, the role of a broker/dealer, role of a registered representative, customer accounts, professional conduct, regulatory responsibilities and documentation requirements.
Prerequisites: FINA 250

FINA 350 Finance for Managers 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 the data ethically portrays the organization's current situation.
Prerequisites: ACCT 210 or ACCT 207 and BUSA 221

FINA 360 Corporate Finance Fundamentals 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: BUSA 221 and ACCT 208

FINA 430 Investment Management 3
Explores the principles underlying individual and institutional investment decisions including fundamental (what to buy) and technical analysis (timing). Examines portfolio construction and management concepts, techniques and theory. Asset classes and relative investment allocations are considered given customer risk profile, age, financial condition and other considerations. Debt securities including municipal bond characteristics are covered in detail.
Prerequisites: FINA 250

FINA 460 Advanced Corporate Financial Management 3
Advanced topics relating to specific areas of corporate finance: identify and value real options in capital budgeting decisions, sensitivity and scenario analysis, the impact of risk on decision making including risk preferences and methods to reduce risk such as derivative financial instruments, uncertainty, imprecise forecasts, additional funds needed analysis, financing, working capital management, optimal capital structure, and mergers.
Prerequisites: FINA 360

FINA 470 Advanced Investment Management Topics 3
This course introduces and examines alternative and derivative financial products, with a focus on investment motivation and strategy, risk profiles, valuation methods, and markets. Financial instruments examined include forward and futures contracts, options, swaps, foreign currency and interest rate hedges, packaged investment products and digital currency.
Prerequisites: FINA 430

FINA 498 Teaching Assistant 1-3

FINA 532 Managerial Finance 3
This course equips students to manage business budgets and perform financial analysis for managerial decision-making. Students will master the creation of comprehensive income, cash flows, changes in equity, and financial position statements. They will develop the capacity to discern an organization's financial strength based upon current investments, performance, profitability and solvency. Prerequisite is MGNT 509, undergraduate finance coursework, or relevant business experience.

Fine & Performing Arts (FAPA)

FAPA 110 Introduction to Music 3
This course traces the evolution of musical style through history. Includes the basic elements of music, the instruments of the orchestra, important forms and types of music, and representative works of great composers. The course is designed to promote greater enjoyment in music listening.
Core Category: Arts and Literature

FAPA 120 History & 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.
Core Category: Arts and Literature

FAPA 130 Special Topics 1-3

FAPA 132 Creativity and the Arts Exposed 3
This is an experiential course where the students study great works of art for their inherent historical and cultural significance in order to be inspired to create their own works of art. The course will promote creative communication, tolerance, respect, critical thinking, self- expression, team-work and spiritual connectedness. Creating dramatic scenes, dances, musical compositions, drawings, sculptures and poems will produce a creative, well rounded, culturally literate individual equipped with "outside of the box" thinking skills.
Core Category: Arts and Literature

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 composes 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 reflection on the spirit of the times.
Core Category: Arts and Literature

FAPA 160 Introduction to Computer Graphics 3
Students will be introduced to the foundations of graphic design through a client-based branding project. This beginner-level course is desgned as an introduction to design tools, principles, and programs for students interested in a career in visual communication.

FAPA 170 Typography Graphic Design 3
This course focuses on the further exploration of typographic studies. Students will apply previously learned graphic design theory to conceptualize solutions to more complex visual communication problems through the use of professional level graphic design page layout software (InDesign). This intense focus in graphic design will further a student's production skills and knowledge, extend the student's capacity for conceptual thinking and visual problem solving, and allow for the further exploration of the creative and practical aspects of typography and the special relationship between type and image.

FAPA 230 Special Topics 1-3

FAPA 235 Social Justice and the Arts 3
This course is ideal for students who are passionate about social justice and are interested in how artistic platforms are used to raise awareness and fight injustice. Creative projects offer unique opportunities for exploring conflict and justice and sometimes can serve as catalysts for cultural and political change. This course will give an overview of the Arts throughout history, including, but not limited to, Music, Dance, Theatre, Movies, and Fine Arts, and how these art forms relate to Social Justice.
Core Category: Social Justice

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.
Core Category: Arts and Literature

FAPA 330 Special Topics 1-3

FAPA 400 Directed Study 1-3

FAPA 498 Teaching Assistant 1-3

French (FREN)

FREN 101 Elementary French I 3
Basic grammar and vocabulary with a focus on oral skills. Topics of French culture are included.
Core Category: Cultural Perspectives

FREN 102 Elementary French II 3
Basic grammar and vocabulary with a focus on oral skills. Topics of French culture are included.
Core Category: Cultural Perspectives

FREN 130 Special Topics 1-3

FREN 201 Intermediate French I 3
Review of grammar and vocabulary with opportunitiesfor interaction in the target language. Short literary texts are included to build students' vocabularyand reading skills. Prerequisite: Grade of B in 100-level course or 3+ years of high school French.

FREN 202 Intermediate French II 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: FREN 201 or 3+ years of high school French.

FREN 230 Special Topics 1-3

FREN 305 Francophone World 3
This course is taught in English and is predominantlya 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 498 Teaching Assistant 1-3

Geography (GEOG)

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.
Core Category: Human Behavior

Geology (GEOL)

GEOL 200 Geology 3
This course is an introduction to geology and earth science issues. Topics studied include rock types, soils, groundwater, and landforms. Environmental impacts of some of these topics will be included. Offered spring of odd-numbered years. Can only take one GEOL 200 or PHYS 206 for credit.
Core Category: Natural Science

Greek (GREE)

GREE 101 Biblical Greek I 3
An introductory study of biblical (Koine) Greek. Two semesters.

GREE 102 Biblical Greek II 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 GRE 101-102.

GREE 301 Greek Exegesis 3
Reading, translation and exegesis of selected textsfrom the Greek New Testament.

GREE 498 Teaching Assistant 1-3

Healthcare Administration (HMGT)

HMGT 230 Special Topics 3

HMGT 230A Special Topics: Introduction to Public Health 3
This course provides a basic but broad-reaching introduction to public health concepts by examining the philosophy, history, functions, and results of public health practice. The history of public health and its five core disciplines: epidemiology, biostatistics, health policy/ health administration, social and behavioral health, and environmental health are explored. Students will understand the multi-disciplinary strategies for measuring, assessing, and promoting public health. Students will engage in discussions of current health trends, emerging health issues, and global practices.

HMGT 526 Healthcare Finance and Economics 3
A critical review of the areas of finance and the economics they affect in the U.S. Healthcare Industry. This course expands on core finance and economics MBA courses by focusing on the unique applications healthcare professionals need to successfully contribute to their organizations. These include revenue streams, third party payers, planning, pricing, performance measurement, supply, demand, elasticity, public policy, and consumer behavior. Additionally, students consider the ethical and legal ramifications of finance, economics and healthcare. Students are strongly recommended to sucessfully complete BUSA 585 and BUSA 615 prior to HMGT 526.

HMGT 536 Health Information System Management 3
A comprehensive review of the information technologies, electronic medical records, informative, and techniques used to gather, analyze, and use patient information in the delivery of healthcare services. Students learn the importance of data integrity and its uses in a healthcare organization. Additionally, students evaluate infrastructure, software systems, and technological trends so they can be prepared for future changes in information management service and how these changes will affect patient care.

HMGT 590 Organization and Management of Healt Care Systems 3
This course introduces the student to the overall key issues, concepts & theories in the management and administration of health care organizations. It is an overview of how health care is organized and delivered in the United States. The course focuses on the distinctive traits of health care delivery, as well as discusses the major issues and challenges that impact cost, quality, and access to health care. It reviews the structure, operation, and current and future directions of the American health care delivery system.

HMGT 596 Healthcare Delivery Systems and Public Health 3
An analysis of the continuum of care and public health and how health delivery systems are structured, managed, and financed. Gains knowledge of the value chain by evaluating the roles of providers, patients, and payers throught he lens of various delivery systemes such as general hospitals, specialists, long-term care, in-home care etc.

HMGT 601 Emerging Issues in World Health 3
An exploration of theoretical frameworks and practical perspectives on health needs and concerns from various cultures and countries. Students evaluate the social, political, and environmental structures that shape healthcare delivery around the world. Students leave this course with a global understanding of healthcare systems, and they have the opportunity to evaluate how healthcare delivery could be systematically improved.

HMGT 602 Holistic Health Care for Culturally Diverse Populations 3
This course will consider the health beliefs and practices of various cultural groups living in North America, with emphasis on the United States. Cultural incentives and barriers to wellness and health care will be examined. The provision of Christian service in combination with professional health care to meet the holistic needs of culturally diverse clients is the focus of this course.

HMGT 692 Healthcare Policy 3
This course focuses on how current health policy as well as future political ideology impacts care in health organizations. It emphases the factors that influence public policy development and surveys the formulation, implementation, and modification stages of the policy process as well as debates the health politics of private interests at both the national and state levels.

HMGT 696 Healthcare Quality, Law, Regulatory Compliance and Policy 3
A survey of the operational nuances of healthcare administration brought about by the web of regulatory bodies, health care standards, and legal responsibilities. Students leave this course able to evaluate and improve knowledge of healthcare law, quality of care through process improvement, and risk management throught he use of risk assessment tools and protocols; and navigate throught he complex space of regulations, policy, and certifications.

Health and Physical Education (HPED)

HPED 318 Curriculum Development & Administration in Health & Physical Education 3
This class will examine essential topics in the areas of developing curriculum and of administrating key elements with regard to Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to plan, implement, and evaluate an effective program or facility for students on either the elementary or secondary level.

HPED 319 Inclusive Methods for Teaching School Health 3
This class will examine essential topics in PK-12 health education, including mental and emotional health, family and social health, growth and development, nutrition and physical activity in the context of the whole-school, whole-child approach to comprehensive health education. Students will learn to develop, deliver, and evaluate effective lessons in Health Education in an inclusive classroom, with the focus on UDL and differentiated methods of health education assessment, lesson planning and lesson delivery.

HPED 320A Individual and Dual Sports 2
This course is designed to assist the pre-service health and physical education teacher with the knowledge and skills necessary to instruct, demonstrate, and assess activities that fall within the individual- and dual-sports classification system. The tactical concepts of teaching tennis, track and field, pickle ball, golf, badminton, bowling, and other individual or dual sports will be introduced. Teaching methodologies, skill presentation and progression, class organization, and management techniques will be introduced. Course will take place in-person over three Saturdays and also online.

HPED 320B Invasion Games 2
This course is designed to assist the pre-service health and physical education teacher with the knowledge and skills necessary to instruct, demonstrate, and assess activities that fall within the invasion games classification system. The tactical concepts of teaching soccer, speedball, basketball, lacrosse, flag football, and other team sports will be introduced. Teaching methodologies, skill presentation and progression, class organization, and management techniques will be introduced.

HPED 321 Methods of Adaptive Physical Education 3
This course focuses on methods of physical education assessment and activity instruction and curriculum development that will meet the needs of individuals with disabilities. This course will provide pre-service teachers with relevant learning experiences toward the development, evaluation, and practical application of assessment strategies for PK-12 physical education teachers, with a focus on students with physical, cognitive, social-emotional and behavioral disabilities. This course will examine the concept of Universal Design for Learning and methods of differentiated instruction in physical education, as well as the importance of implementing Positive Behavior Supports for PK-12 students. This course requires 10 hours of field experience.

HPED 322 Contemporary Topics in Health and Physical Education 3
This class will examine contemporary topics in PK-12 health education, including physical health, addiction and abused substances, communicable and chronic diseases, public and environmental health, and safety in the context of the whole-school, whole-child approach to comprehensive health education. Students will learn to develop, deliver, and evaluate effective lessons in Health Education in an inclusive classroom, with the focus on facilitating classroom discussions based on relevant research and current events.

HPED 332 Exercise Physiology for Health and Physical Education 3
This course is designed to provide students with a solid knowledge of Exercise Physiology as it relates to fitness, performance and health. Topics include the history of exercise physiology, neuromuscular, metabolic, cardiovascular, pulmonary, and endocrine responses to exercise, the methods for improving exercise performance and special considerations that are specific to the science of exercise physiology. This course may be required for certification purposes, but will not count towards graduate degree requirements.

HPED 333 Introduction to Anatomy and Physiology For Health and Physical Education 3
This course introduces students to the fundamental principles associated with the structure and function of the human body. The course will begin with a general introduction to anatomy and physiology, an overview of organic chemistry, a study of cellular and tissue structure and function, and then move on to survey each of the following eleven organ systems of the human body: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive. Online laboratory experiences and exercises are incorporated which will provide the student with a deeper and practical understanding of the basic principles of human anatomy and physiology by using laboratory simulation software. This course may be required for certification purposes, but will not count towards graduate degree requirements.

HPED 334 Care and Prevention of Athletic Injuries 3
This course is intended to provide the student with a learning experience in the recognition, prevention, and care of athletic injuries. Students will have the opportunity to learn the course material through a variety of techniques. These include: video lecture, online worksheets, discussion board, laboratory activities, and case studies. This course may be required for certification purposes, but will not count towards graduate degree requirements.

HPED 353 Outdoor Pursuits and Lifetime Leisure Skills 1
Students will gain an appreciation and understanding of the wide variety of lifetime leisure activities, focusing on the outdoors and other emerging activities. Students will explore teaching techniques in traditional/non-traditional activities to create greater inclusion opportunities for students. An understanding and use of effective techniques from the skills gained can be used in class, gym and non-traditional settings.

HPED 354 Gymnastics Skills, Dance and Rhythmic Skills 1
This course is designed to assist teachers with the knowledge and skills necessary to instruct, demonstrate, and assess activities that involve dance, rhythmic skills and elementary gymnastic skills. Genres of dance (line and four wall), social (cha-cha-cha, fox trot, polka, waltz), and square dance will be taught. Rhythmic and manipulative skills and elementary gymnastic skills will also be taught in a non-threatening manner. Teaching methodologies, skill presentation and progression, class organization, and safety procedures will be introduced. Students will analyze the most recent type of fitness/rhythmic trends to incorporate in their curriculum. The concept of curriculum mapping will be introduced. The goal of this class is to have students strive to improve their dance/movement skills and interpersonal relationships within a Christian world view perspective.

HPED 518 Curr/Admin Developmental, Special HPE 3
This class will examine essential topics in the areas of developing curriculum and of administrating key elements with regard to Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to plan, implement, and evaluate an effective program for his/her students on either the elementary or secondary level.

HPED 519 Methods of Special Hpe Instruction 3
This class will examine essential topics in the areas of developing, delivering, and evaluating effective lessons in Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to plan, implement, and evaluate an effective lesson for his/her students on either the elementary or secondary level.

HPED 520A Individual and Dual Sports 2
This course is designed to assist the pre-service health and physical education teacher with the knowledge and skills necessary to instruct, demonstrate, and assess activities with fall within the individual-and dual-sports classification. The tactical concepts of teaching tennis, track and field, pickle ball, golf, badminton, bowling, and other individual or dual sports will be introduced. Teaching methodologies, skill presentation and progression, class organization, and management techniques will be introduced. Course will take place in-person over three Saturdays and also online.

HPED 520B Team Sports and Invasion Games 2
This course is designed to assist the pre-service health and physical education teacher with the knowledge and skills necessary to instruct, demonstrate, and assess activities that fall within the invasion games classification system. The tactical concepts of teaching soccer, speedball, basketball, lacrosse, flag football, and other team sports will be introduced. Teaching methodologies, skill presentation and progression, class organization, and management techniques will be introduced. Course will take place in-person over three Saturdays and also online.

HPED 521 Adaptive Methods for HPED 3
This course focuses on methods of physical education assessment and activity instruction and curriculum development that will meet the needs of individuals with disabilities. This course will provide pre-service teachers with relevant learning experiences toward the development, evaluation, and practical application of assessment strategies for PK-12 physical education teachers, with a focus on students with physical, cognitive and behavioral disabilities. This course will examine the concept of Universal Design for Learning and methods of differentiated instruction in physical education, as well as the importance of implementing Positive Behavior Supports for PK-12 students. This class requires 15 hours of field experience.

HPED 522 Contemporary Topics of Special, Health, And Physical Education 3
This class will examine contemporary topics in Health and Physical Education for both regular and special education students. Knowledge gained in this class will enable each educator to be better prepared to understand and respond effectively to relevant, current issues on both the elementary or secondary level. This knowledge will allow for better student interaction and increased success in program planning and implementation.

HPED 552 Fld Experience: Indiv, Dual, Team Sports 1
Explore coaching/teaching techniques in individual, dual and team traditional organized sports commonly practiced in North America to be used in competitive and non-competitive settings. An understanding and use of effective techniques from the skills gained can be used in class, gym, and field settings.

HPED 553 Outdoor Pursuits & Leisure Skill 1
Students will gain an appreciation and understanding of the wide variety of lifetime leisure activities, focusing on the outdoors and other emerging activities. Students will explore teaching techniques in traditional/non-traditional activities to create greater inclusion opportunities forstudents. An understanding and use of effective techniques from the skills gained can be used in class, gym, field, and non-traditional settings.

HPED 554 Aerobics and Movement 1 and Rhythmic Skill 1
Students will be able to demonstrate knowledge of current developments and teaching techniques in gymnastics, dance and rhythmic skills. An understanding and use of effective techniques from the skills gained can be used in class, gym, field, and non-traditional settings.

Health Science (HLSC)

HLSC 230 Special Topics 1-4

HLSC 325 Health & Disease 3
This course introduces the basic principles and methods of epidemiology, with an emphasis on critical thinking, analytic skills, and application to clinical practice and research. Students will learn and apply basic concepts of epidemiology to multiple domains of public health. We will illustrate and practice using epidemiology to better understand, characterize, and promote health at a population level.
Prerequisites: EXSC 200

HLSC 445 Professional Development in Health Science 3
This course is designed for upper level health science and pre-professional students. This course explores administrative procedures, professional responsibility, clinical and personnel management, budgeting, and operations of someone in an allied health field. Additionally, this course will utilize a case study approach to evaluate moral and ethical practice from a Christian and a secular perspective. The information will be presented by way of lecture, group decision and guest speakers.

HLSC 495 Internship in Health Science 3-12
The Health Science internship course is a capstone experience that permits students to apply their academic training under the direction of certified fitness/wellness professionals and/or licensed clinical professionals. Student internships are designed to complement the students' education in their particular field of study. While classroom input is inherent in educational programs at Eastern University, the application of academic theory gives the student experiences that will add to their personal and professional maturity. The internship provides the student with the opportunity to ask pertinent questions, make observations, and to participate in agency activities that normally would not be possible for a paid, full-time employee.
Prerequisites: HLSC 445

Health Sciences (HSCI)

HSCI 101 Foundation of Science 1

HSCI 130 Special Topics 1-3

HSCI 200 Health Promotion 3
This course includes attitudes and life-style practices as they influence healthy lifestyles. Personal health issues, such as personal health practices, fitness, nutrition, saftety and emergency measures, mental health, sexuality and familiy living, will be addressed. Also, aging and wellness will be included.

HSCI 210 Engagement in the Sciences 3

HSCI 230 Special Topics 1-3

HSCI 235 Nutrition and Health 3
This course will better equip students to evaluate and personalize nutrition information. Emphasis is placed on examining one's food choices and choosing diet and lifestyle patterns that promote health and meet personal nutritional needs. The course relates essential science foundational concepts to special topics in nutrition, explores the major functions of nutrients in the body and the role of nutrients in maintaining health. Additional topics include diabetes, eating disorders, choosing nutritional supplements, fitness and sports and the role of faith in health promotion.

HSCI 330 Special Topics 1-3

HSCI 400 Directed Study/Health 1-3

Hebrew (HEBR)

HEBR 101 Biblical Hebrew I 3
An introductory study of the fundamentals of Hebrew vocabulary, morphology, and syntax. Texts from diverse time zones will be translated, including Genesis, Isaiah and Ruth.

HEBR 102 Biblical Hebrew II 3
An introductory study of the fundamentals of Hebrew vocabulary, morphology, and syntax. Texts from diverse time zones will be translated, including Genesis, Isaiah and Ruth.

HEBR 201 Intermediate Biblical Hebrew I 3
Continuing study of classical Hebrew including reading and grammar.
Prerequisites: Minimum grades of C in HEB 101-102.

HEBR 202 Intermed Biblical Hebrew II 3
Continuing study of classical Hebrew including reading and grammar.
Prerequisites: Minimum grades of C in HEB 101-102.

HEBR 301 Hebrew Exegesis 3
Reading, translation and exegesis of selected texts from the Hebrew scriptures.
Prerequisites: HEBR 102

History (HIST)

HIST 130 Special Topics 1-3

HIST 160 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.
Core Category: Western Tradition

HIST 161 Modern Civilization 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.
Core Category: Western Tradition

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.
Core Category: Western Tradition

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.
Core Category: Western Tradition

HIST 210W Historiography: Varieties of Historical Interpretation 3
This course will introduce students to the state-of-the-art in critical thinking about history and hisotical 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 cultvate a Christian understanding of this great debate, conversation, between modernity and the Enlightenment and its post-modern challengers. Writing-intensive course.

HIST 230 Special Topics 1-3

HIST 315 Ancient 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 Rome: 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 318 Medieval History 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, and the synthesis that emerged between the old and new orders as tempered by the Christian Church. The course will examien 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 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 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 Revolution & Empires 1789-1914 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. The course will examine 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 326 Native American History 3
A survey of the history of the Native American community including its roots, culture, and religion. The focus of the subject matter is on the interaction of Native American groups with one another as well as European settlers with attention to colonialism and Christianity. This course fulfills the Knowledgeable about Global Diversity general education requirement.
Core Category: Cultural Perspectives

HIST 330 Special Topics 1-3

HIST 333 British Reformations 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 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 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 Non-Western Traditions general education requirement.

HIST 352 Russian History 3
Religious, political, economic, and intellectual development of Russia from Kievan Russia to the present.
Core Category: Cultural Perspectives

HIST 353 History of 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.
Core Category: Cultural Perspectives

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 Non-Western Traditions general education requirement.
Core Category: Cultural Perspectives

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.

HIST 371 Byzantine Empire & Civilization 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.
Core Category: Cultural Perspectives

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.
Core Category: Cultural Perspectives

HIST 373 History & Culture of Arabic Christianity 3
This course is a survey of the History and Culture of Arabic Christianity (c. 300 to the present) covering its art literature, theology, diplomacy, political structures, and survival in the midst of persecution. To pass this class, a student must demonstrate a knowledge of the various interpretations of Arabic Christian history and culture, be able to detail the place of the Arab Christian community in the wider worlds of both Christendom and Islam, show a detailed knowledge of select writers and voices, be able to demonstrate a knowledge of its key historical events and persons, and lastly be able to explain its impact on the world even ubtil the present. Students shall demonstrate their comprehension of these through essays, papers, and classroom participation. Part of these will include giving students historical sequence and significance to its various epochs, the details of the most vital ecclesio-political controversies (Christological, iconoclast, and Latinizing controversies), the sequence and particulars of the extended confrontation with both Arabic and Turkish Islam, and with the Latin/Frankish Crusades. The student shall likewise be able to delineate the genius of Arabic Christianity, the unique style of both its art and architecture, its impact upon the Mediterranea world, and give its relation to both the world of late antiquity and the emergence of the modern Middle East.
Core Category: Cultural Perspectives

HIST 400 Directed Study 1-3

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 430 Special Topic American History 3

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 Non-Western Traditions general education requirement.
Core Category: Cultural Perspectives

HIST 441 History of Race and Ethinicty in the United States 3
This course examines how has the understanding of race and ethnicity has changed over time in the United States. The categories have variously overlapped, collided, or remained separate, depending on what those categories have been called upon to explain. What accounts for these changes, and what does that say about these categories

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 471 American and European Intellectual History 3
This course surveys the evolution and development of theologies, ideologies and philosophies in the United States and Europe. We will examine subjects such as the Enlightenment, Romanticism, Positivism, Marxism, and Existentialism. The course will pay particular attention to the phenomenon of secularization.

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 The Gilded Age and Progressivism 1877-1919 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.

HIST 495 Internship 2-12

HIST 498 Teaching Assistant 1-3

HIST 499 Research Assistantship 1-3

Honors College (HONR)

HONR 101 The Good Life 3
"What does it mean to live well?" is one of the most basic and enduring human questions, perennially asked by people who care about their well-being or that of their neighbors. "The Good Life" is a foundational course in the Honors College focused on Christian ethics and character formation, taken in the first semester of a student's first year. It considers the moral practices, virtues, vices, knowledge, and loves that help and hinder individual human flourishing, examining these ideas through the writings of select pagan and Christian poets, novelists, philosophers, and theologians, including Homer, Plato, Aristotle, Augustine, Aquinas, C. S. Lewis, and Graham Greene.

HONR 103 Templeton Choral Ensemble 1
The Templeton Chorale is a two-semester ensemble course tailored to teach students how to sing in a choral ensemble. Students will learn notation, correct breathing, posture, and singing techniques, as well as specific strategies to participate competently in fine choral singing. Students will study, analyze, and perform some of the classic choral repertoire of the Western Christian Tradition. Upon completion of this course sequence students will have the ability to sing in a choral ensemble, to understand the basic choral repertoire of the Western musical canon, and to appreciate the art of choral music and literature.

HONR 104 Templeton Choral Ensemble 1
The Templeton Chorale is a two-semester ensemble course tailored to teach students how to sing in a choral ensemble. Students will learn notation, correct breathing, posture, and singing techniques, as well as specific strategies to participate competently in fine choral singing. Students will study, analyze, and perform some of the classic choral repertoire of the Western Christian Tradition. Upon completion of this course sequence students will have the ability to sing in a choral ensemble, to understand the basic choral repertoire of the Western musical canon, and to appreciate the art of choral music and literature.

HONR 105 American Revolutions 3
This course grapples with the history of America as the continuing struggle to complete the "unfinished" work of the American Revolution. That work was rooted in the idea that "all men are created equal" and are granted certain unalienable rights by God their Creator that should be acknowledged and honored by the government. The course will examine three "revolutions" in American history and the kinds of citizens needed to complete the aspirations of the American Revolution. It will examine the Revolutionary War, the Civil War, and the Civil Rights movement, and will include seminars at strategic locations these revolutions took place, including Valley Forge, Gettysburg, and Philadelphia. These three revolutions represent the ongoing work of the United States to live up to its founding ideals of freedom, dignity, and equality for all people.

HONR 120 The Art of Rhetoric 3
Rhetoric, properly understood, is an art that informs a student's character through an understanding of the dynamic relationship between a speaker or writer and his or her audience. Students in this course will study and analyze a broad selection of texts to sharpen their awareness of rhetoric and the use of language. In addition to reading foundational treatises on rhetoric, students will read seminal works from an array of disciplines to learn how rhetoric functions as the basis of written and spoken communication. Careful analysis and thoughtful discussion of these readings will help students develop their own communication skills as they craft their writing and speaking according to rhetorical norms and a good end.

HONR 140 Old Testament 3
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 New Testament 3
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 160 Western Civilization I: Greece and Rome 3
This course is the first in a three-course series in which we will read and discuss some of the books which made the Western world what it is, so that we may understand ourselves and our world better. This first course investigates how the literature, ideas, and cultures of Mediterranean Christianity, Greece, and Rome came together to lay the foundation for subsequent 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 II: Medieval and Renaissance Europe 3
This course builds on the story that began in HONR 160, tracing how the traditions of Christian, Greek, and Roman thought and culture formed the Christian culture of late antiquity, including monasticism, feudalism, scholasticism, and humanism. It is not merely a course on synthesis, but on the creative way that the Latin Christians looked at the questions left to them by the ancient world about the ordering of the soul according to the virtues, and according to the divine order set forth in Holy Scripture and the revelation in God's creation, including the creative efforts of God's highest creation, the human soul. The course's main emphasis is on the place of love ordering one's soul to God, and how this theme is inescapably present throughout this period.

HONR 201 Cosmology 3
This course is primarily a science course within a historical timeframe, in which 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. Without a thorough grounding in astronomy and an insight into our ages-long search for comprehending our universe and its origin, one's conceptual paradigm for understanding God and human history is severely limited and anthropocentric. A firm grounding in cosmology also equips the scholar to intelligently interpret the burgeoning field of current astronomical discoveries, as well lovingly and competently discuss controversial issues related to creation and the age of the universe. This course aims to deepen the way students see themselves, their planet, human history, and most importantly, the triune God. Includes observatory experience.

HONR 202 Justice and the Common Good 3
This course engages questions related to justice and the common good by examining major texts and thinkers from the classical tradition up through modern and contemporary philosophical and theological perspectives. Particular attention will be given to differing conceptions of justice and their practical consequences for political organization, the nature and purpose of law, the proper ends of money and wealth, the meaning of work and labor, and the grounds of human dignity and integrity.
Prerequisites: HONR 101

HONR 203 Theories of the Origin of Life 3
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 Godharmony 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 Harmonia: The Mathematical Creation 3
This course engages in a study of mathematical thought in the Western and Christian Tradition from Euclid, through Newton and Leibniz in modernity, and through Cantor and G?del 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 theological and philosophical thought. Students will read the primary texts of mathematicians and philosophers, learn fundamental mathematical skills, explore the ways in which mathematical thought has interacted wtih the broader tradition of liberal arts education, and will come to see mathematics as the study of the harmony built in to the created order.

HONR 210 The Active Life: Rhetoric and Discourse 3
Next to the contemplative life, Aristotle views the active lifeaffairs of onethis course, we will consider the merits of the active life through a study of the art of rhetoric. While studying great texts and speeches which discuss and exemplify classical rhetorical theory, 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 their own rhetorical skills by creating and performing rhetorical discourses.

HONR 230 Special Topics 1-3

HONR 240 Introduction to Christian Theology 3
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.
Prerequisites: HONR 140 and HONR 141

HONR 260 West Civ III: Modernity 3
This concludes the Western Civilization sequence by providing students with an understanding of distinctly modern theories of society generated within the 17th-20th centuries and the American context. The course utilizes sociological, theological, philosophical, and literary texts in order to make sense of the modern world. It explores the evolution and development of "modernity" less as an idea or epoch and more as a set of institutional transformations and practices that emerge from the older tradition, but modify them in fundamental ways. Modernity's legitimating ideologies of emancipation and progress are examined through its key institutional carriers: industrial capitalism, the modern state, and the modern self. In all this, we will keep an eye towards the unintended consequences of these changes and the implicit normative visions embedded within them.

HONR 261 Western Civilization IV: The American Mind 3
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.
Prerequisites: HONR 160 and HONR 161

HONR 272 Ancient Asian Wisdoms 3
This course surveys ancient classics of Asian literature, philosophy, and religion. By reading foundational texts of Hinduism, Chinese philosophy, and Buddhism, students will explore the universal human quest for truth, beauty, goodness, holiness, and usefulness that spans time and culture. Throughout the course students will encounter Eastern wisdoms in their particularity and specificity while also thinking about them in conversation with Christian and Western teaching as part of the humane work of gaining knowledge and wisdom.
Core Category: Cultural Perspectives

HONR 280 Beauty & the Arts 3
What does beauty have to do with human life and meaning? Why are the arts such a vital part of cultures around the world throughout history? How might art shape us morally and socially? By what criteria should we assess or regulate creative excellence and license? Can artists help revitalize cities, heal trauma, bridge social divides, and cast a prophetic vision for the good society? These are some of the questions that will arise in this course as we will explore the theme of beauty in western thought and art. Our focus will be on the traditional visual arts-sculpture, painting, and architecture-as well as more contemporary media, such as film and photography. We will look at, read about, and discuss a wide range of art forms, while engaging theological and philosophical aesthetics, from antiquity to the present. We will also interact with literary works that thematize beauty and visual art.

HONR 300 Honors Seminar 1-3
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 small seminars function in a discussion format, reading from great texts and great minds about great ideas in a variety of disciplinary and interdisciplinary domains.

HONR 301 Honors Seminar 2 2

HONR 310 Modernity and the Good Society 3
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.
Prerequisites: HONR 101 and HONR 102

HONR 330 Special Topics 1-3

HONR 330J Poetry 1
A one-hour (one-credit) seminar in which we practice the close reading of poems, based loosely on Perrine's Sound & Sense.

HONR 330K The Short Stories of Flannery O'Connor 1
In this course we will discuss works by the American fiction writer, Flannery O'Connor (1925-1964) in the context of Southern regionalism and Christian Realism. As a regionalist, O'Connor is heir to nineteenth century Southern authors who may already be familiar such as Edgar Allan Poe, Mark Twain and Kate Chopin.? Are her attitudes toward the gothic, satire, humor, and social themes in literature influenced by these earlier writers?? Is her fondness for the short story format inherited from them? Coming after the Southern Renaissance (1920-1950) in the shadow of William Faulkner, O'Connor likely experienced what Harold Bloom has described as the "anxiety of influence." Can her work be seen as a reaction to Southern Renaissance authors? Many of her Southern contemporaries such as Carson McCullers and Erskine Caldwell have been described as writing gothic or grotesque literature.? Does O'Connor's work fit into this genre?? Does she want it to? As a Christian Realist O'Connor explores how people think about God, what He calls them to do, why He calls them to do it, and how He makes his desires known.? How does being a Catholic writer in the "Bible Belt," the Protestant South, affect her work?? What conclusions does she draw about the relationship between God and man and the workings of grace in the world? Finally, O'Connor's use of racial slurs demands that we think about whether her works are appropriate to read in the classroom any longer. Does her writing provide us with something we cannot get anywhere else? Or is the impact of her language so harmful in our contemporary context that she should be removed from our teaching canon?

HONR 330L Introduction to Josef Pieper 1
Several years before his death, Josef Pieper was asked to compile an anthology of his own writings, which became Josef Pieper: An Anthology, a book that might be better titled Josef Pieper: Summa. He also compiled several formal and informal addresses into another of his "thick little books" (as Hans Urs von Balthasar calls them), Only the Lover Sings, a title borrowed from Augustine. Over the course of this term, we will read, discuss, and reflect upon both of these works, using them to introduce our selves to his language and thought, and to the deeper Christian and philosophical traditions upon which he reflected and wrote.

HONR 330M The Culture of Investing 1

HONR 330N Ecclesiastes 1

HONR 330O Drawing the Byzantine Icon 1

HONR 330P Philosophy of Education 1

HONR 330Q Southern Short Stories 1

HONR 330R Moby Dick 1
In this course we will be reading and discussing the novel Moby-Dick (1851) by Herman Melville. We will consider its position within the canon of antebellum American Literature established by F.O. Matthiessen in his critical work American Renaissance (1941) and subsequently broadened by David Reynolds in Beneath the American Renaissance (1988). As the Pequod and her crew sail around the world, the narrative touches upon myriad aspects of US political, social, religious and literary culture: social contract theory, the nature of authority, the natural state of man, sermon form, evangelism, missionary work, race relations, abolitionism, women's rights, temperance, political theory, phrenology, tattooing, natural history, workers' rights, the whaling industry, whale processing methods, etc. etc. The narration shift genre constantly touching on epic, tragedy, black comedy, adventure, reform, realism, romance, and gothic.

HONR 330S The Brothers K 1
This course is a special reading course focused on Fyodor Dostoyevsky's masterpiece The Brothers Karamozov. The course will engage in a close study of the work to appreciate more fully its many facets, mostly focusing on the way in which the novel reflects a deep understanding of Eastern Orthodox Christianity. The class will be a seminar in which students will be responsible for engaging in discussion based on their reading of the novel.

HONR 330T The Count of Monte Cristo 1
Reading, discussing, and responding to The Count of Monte Cristo, a novel that raises and addresses the question of justice, vengeance, and providence, told from within the history of early 19th century France by Alexander Dumas (pere).

HONR 330U Special Topics: Christian Saints 1
This course introduces students to the history, hagiography, and theology of Christian saints, variously understood as heroic martyrs, radical ascetics, gifted teachers, transcendent mystics, powerful intercessors, and moral exemplars. While highlighting evolving patterns of sanctity, it also stresses the uniqueness of holy men and women in whom "Christ plays in ten thousand places, / Lovely in limbs, and lovely in eyes not his" (Gerard Manley Hopkins, As Kingfishers Catch Fire). To understand both these saintly individuals and the traditions that they illuminate -Catholic, Orthodox, and, to a lesser degree, Protestant-this course will explore the mediums by which saints are encountered across diverse Christian communities. These include written works-such as Scripture, letters, passions, histories, hagiographies, autobiographies, monastic rules, and legends-as well as material objects-such as icons and relics. In engaging with these figures and the texts and objects which communicate them, this course invites its members to reflect on and pursue the Christian quest for holiness.

HONR 330V SpTop: Jane Austen's Pride & Prejudice 1
In this seminar, we will read Pride & Prejudice together, along with some philosophical and theological reflections on virtue in Austen's thought. We will also view and discuss major film adaptations of her most famous novel.

HONR 330W SpTop: Paradise Lost 1
In this course, students will read Paradise Lost and, alongside Milton, imitate the Biblical midrash that helped inspire the poem. We will consider Milton's rhetorical and Biblical education, as well as his enduring influence in contemporary pop culture.

HONR 400 Senior Honors Thesis 3

HONR 450 Directed Study 1-3

HONR 480 Senior Capstone: the Ordinary Life 2
The Templeton 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. Designed for fourth-year students preparing for graduation, Honors Capstone: The Ordinary Life extends the conversation begun in the freshman course "The Good Life" about a life well-lived and offers students the opportunity to consider the ordinary aspects that will constitute their ordinary lives to come. The course will cover the life of the mind, work, money, home, art, family, friends, church, and place. Moral concepts that frame the course include the Aristotelian ideas of intellectual and moral virtue; the Augustinian concept of rightly ordered loves; and the Thomistic idea of intrinsically good activities. It will draw on readings from the classical to the contemporary eras.

HONR 495 Internship 2-12

HONR 498 Teaching Assistant 1-3

HONR 499 Research Assistant 1-3

HONR 500 History of Ancient and Medieval Education 3
The goal of this course is to understand the origins and development of classical and Christian education and to consider how it might inform the practice of education in our own classrooms and schools. Through reading primary texts from Antiquity through the late Medieval and early Renaissance eras, this course explores fundamental questions related to the philosophy and practice of education: Who should be educated? What is the goal of education? Where should education take place? What are the primary means for education? The course also traces the development of the liberal arts, the changing relationship between Christian educators and pagan texts, the use of rhetoric, and the role of parents and polis in education.

HONR 501 History of Modern Education 3
This seminar examines the rise of the modern public school approach to education in America, beginning with the "perfect storm" of the 19th century, which entailed the Western world's fascination with the Prussian school system, fear of communist uprisings (after 1848), fear of a Roman Catholic (i.e., Vatican) "takeover" of the United States (fueled by the "Second Wave" of immigration), the rise of industrialization and the consequent need for factory workers, especially in light of workers' strikes and labour riots and the rise of labour unions. A major goal of this course is to enable classical educators to have informed discussions about the differences between classical and "normal" public schools, and also to better understand their own educational background (since most of us came through that public school system).

HONR 505 Classic Pedagogy I: Culture of the Class 3
Thomas Aquinas argues that teachers uniquely move back and forth between the contemplative life and the active life. First, they love and pursue the truth about certain objects or fields of knowledge. Second, they attempt to nurture a comparable love and understanding within their students. This seminar has three foci, which together addreses this bifid life : (1) the nature of learning (for both teachers and students); (2) the nature and practice of teaching; and (3) the person of the teacher. Each day's session has two parts: (1) the seminar itself, in which we discuss what has been read; and (2) a meta-seminar about that conversation, and how we teachers can better model and lead thoughtful, fruitful conversations.

HONR 510 Classical Pedagogy II: The Craft of Classical Teaching 3
Teaching is a craft. The goal of this course is to move teachers toward mastering the craft of classical teaching. The end of a traditional craft is a well-made object-a table, cabinet, door, or home. The end of the craft of teaching is more than a well-formed lesson or course, but a virtuous student who has cultivated his or her knowledge, skills, understanding, and loves. This course will explore the idea of teaching as a craft and will help students learn pedagogical skills and techne practiced in the classical tradition and confirmed by contemporary research. Topics include the role of wonder, socratic questioning, seminar, catechism, quaestio, lecture, disputatio, memory devices, assessment, mimesis, and so forth. We will not only learn about these classical techne, but consider how to practice them in contemporary classrooms.

HONR 515 Difference and Human Dignity in Great 3
In this course, we will explore the notions of human dignity inherent in different understandings of what it is to be a person. Always in view will be how these varying understandings of dignity and personhood treat persons with various disabilities-physical and mental. Are they kept, in philosopher Raimond Gaita's phrase, 'fully among us'? Or do our very definitions of personhood exclude certain human beings? How do theological reflections affect our understanding of disability and the possibilities for grace and revelation contained therein? Are there secular means for keeping persons with disabilities 'fully among us'? Within the context of such reflections, we will begin to think about our calling to educate students with special needs. In particular, we will spend time thinking about contemporary approaches to disability generally, and reflect on how classical education might particularly serve as a model for restoring humanity to special education.

HONR 520 Philosophy and Psychology of the Young 3
Education is often shaped by a culture's dominant understanding and expectations of childhood, adolescence, and emerging adults. This course explores anthropological, philosophical, theological, and literary texts in order to understand changing views of "the young person," or as they are commonly called "emerging adults." The course also identifies how these changing views impact education and society more generally. It aims to help students address the following questions: How did different eras view children and adolescents? When did our current understandings emerge, chy, and are they helpful? What philososophies or theologies of personhood are embedded in various understandings of children and childhood? How might these views impact our own teaching?

HONR 530 Special Topic 1-3

HONR 530A Special Topic: The Ethos of a School: Fostering a Culture of Virtue 3
Thomas Aquinas said that teachers uniquely move back and forth between the contemplative life and the active life: first, we love and pursue the truth about certain objects or fields of knowledge; and secondly, we attempt to nurture a comparable love and understanding within our students. The three foci of this tutorial together address this bifidity: (1) virtue and learning; (2) virtue and teaching; and (3) the school as a polis of virtue. Among the many challenges that face any school are these: (1) reaffirming the school's original mission, or determining whether or not it needs to be modified (and why and how); (2) identifying and describing the school's ethos - what is valued, and its understanding of learning and teaching, the meaning of persons, and the pursuit of virtue (&c.); and (3) perceiving how to maintain its culture, ethos, and identity, whether the school is shrinking, relatively stable, or rapidly growing.

HONR 530B Special Topic: Classical Education and the Black Intellectual Tradition 3
The readings and seminars from the Classical Education and the Black Intellectual Tradition provide a brief introduction to several key themes of the "Great Conversation" that has taken place among esteemed writers from ancient times to the present. Traditionally, the authors included in this Great Conversation have included very few, or even no black intellectuals. Writers of the black intellectual tradition have, however, much to say that contributes directly to this conversation and that is indispensable to rigorous contemplation of ideas such as liberty, equality, freedom, democracy, citizenship, and more, that are core to the conversation.

HONR 530C Special Topic: The Art of Poetry 3
Poetry, according to the modernist Ezra Pound, is "the most concentrated form of verbal expression." This course features poet and professor Christine Perrin as she describes the major elements of poetry and also discusses them with four upper school students in seminar format, tehrefore modeling how to teach poetry to students. in addition to familiarizing us with the forms and elements of poetry, Christine also shows us how to read a poem closely and absorb its beauty. The course is based on Christine's book The Art of Poetry, adn each presentation will follow one of the chapters from this book.

HONR 530D Special Topic: Teaching the Bible Classically 3
This course consists of a series of lectures and readings, and responses to those lectures and readings. Most of the reading assignments are biblical texts, supplemented by other academic or published materials. The overriding goal of this course is taht we and our students learn to read, i.e., to study, the Bible well.

HONR 530E Special Topic: Women in the Tradition 3
This course celebrates the lives and writing of women in the classical tradition, adn identifies the ways that their works can be recovered adn incorporated into school curricula in order to present students with a more true and fulsome picture of the tradition and to provide students with the opportunity to learn from and be inspired by these wise and eloquent women. The women covered in this course span the centrues and each was chosen for her unique contribution to the pursuit of truth, goodness, beauty, or holiness.

HONR 600 Great Conversations I: The True 3
The reality of truth is the indispensable basis of logic and with it the power of reason, which is to say the ability to give reasons for what one thinks is true. The pursuit of truth distinguishes knowledge, which always means knowing the truth, from the mere acquisition of information. To be liberally educated is to acquire an autobiography that includes one's adventures in the pursuit of truth, and thus the growth of one's capacity for knowledge. Hence this course will include both instruction in logic and reflection on the nature of belief, knowledge, and reason.

HONR 601 Reading and the Formation of the Soul 3
Classic authors contend that the literature we encounter shapes us, for good or for ill. Hence this course will investigate how poetry and stories form and perhaps deform us, shaping our moral character and our perceptions. In addition to ancient and contemporary readings in literary criticism, this class will read poetry together, discuss particular stories, and consider how to teach so that what we read forms souls in wisdom and virtue.

HONR 605 The Great Conversation II 3
'The Good' is the second in a series of three courses on 'The Great Conversation' in Templeton's MAT program in the tradition of classical education. This tradition has always been concerned with the central question: "How ought I to live?" The ancients began their inquiry into this question from the conviction that in order to know how we ought to live, we need to know what is good. But knowing this is not an easy or a straightforward task. In this course, we will explore the nature of the good and the process of how we come to know it. This exploration will lead us into an inquiry about the nature of virtue and from there into questions of where and how we may live the good life. In conversation with ancient and contemporary sources, we will consider topics including leisure, home, community, craft, and technology. Throughout the course, we will consider together how the aspects of the good explored in our various readings and discussions might be integrated into our schools and classrooms, as well as into our own lives. We will end our course together with a week exclusively devoted to how we can teach the good in the classroom.

HONR 610 Great Conversations III: The Beautiful 3
'The Beautiful' is the third in a series of three courses on 'The Great Conversation.' These courses spring from the conviction that teachers will be most effective at embodying and passing on the classical ethos if they themselves are steeped in the classical tradition. Of the three "transcendentals"-goodness, truth, and beauty-beauty is arguably the most controversial and least understood. This course explores classical and contemporary ideas of beauty, art, and aesthetics, probing such questions as: Is beauty subjective (in the eye of the beholder)? Is beauty merely the servant of the good and the true or does it offer its own pathway to knowledge of reality? In works of art, can depictions of darkness, tragedy, and suffering be said to be beautiful? How does beauty interact with our concepts of the true and the good? The goal is not only to help students understand these concepts, but also to help them love the beautiful and consider how it can be embodied in their curricula, classrooms, and schools, as well as their own lives. Because coming to love art and the beautiful requires more than merely philosophical reflection, this course will also include experiential-poetic-knowledge of a variety of artistic media.

HONR 680 Drama in the Classical School (Shakespeare Emphasis) 3
The purpose of this course is to discuss how to establish class drama (specifically the works of William Shakespeare) as an integral part of the curriculum of classical schools. The course is also designed to address how students might be introduced to Shakespeare and discuss it well.

HONR 690 Directed Study 1-3

HONR 999 Honors Forum 0
Required forum for the Templeton Honors College
Course is Pass/Fail

Integrative Coursework (INTG)

INTG 510 A Guide to Seminary Writing 3
This course introduces students to seminary rubrics (expectations) and resources for graduate level theological writing, and gives opportunity for utilizing resources and applying rubrics to specific writing assignments in first level courses. Three types of assessment will occur: self, peer, and instructor. The student's self-assessment will become part of his/her ongoing seminary portfolio. This course is offered on a Credit/No Credit (CR/NC) basis only. This course is required for all master's students except for those who place out based on their orientation assessment process.

INTG 520 Critical Analysis in Theological Studies 3
This course will review the principles involved in critical analysis, a key skill for the completion of successful theological studies. It will review the different components that make up an "argument" and their relationship to critical thinking. Students will participate interactively, applying these concepts to actual reading materials. Students will also learn to evaluate the components that define a successfully written critical paper in theological studies. During the course, students will be required to construct and evaluate a final research paper applying the principles that they have learned. The topic of the paper can be one that has already been assigned in a different course in which the student is concurrently enrolled. This course is offered on a Credit/No Credit (CR/NC) basis only. This course is required for all master's students except for those who place out based on their orientation assessment process.
Prerequisites: Prerequisite: Take INTG-510

INTG 524 Church Renewal & Evangelism 3
"Church renewal leads to evangelism leads to church renewal leads to evangelism." At the risk of oversimplification, this process may well describe the whole of the Christian faith for the last 2000 years. At the very least, it describes the inseparable relationship between the two; for we cannot speak of renewal without evangelism nor evangelism without renewal. This course grounds this relationship theologically, as it guides us in biblical study as well as in contemporary issues that are relevant to the subject. By the very nature of renewal and evangelism, however, this course also compels us to understand the relationship practically, as it explores missional church models as well as church-based evangelism strategies.

INTG 524A Church Renewal & Evangelism: Part 1 1.5
"Church renewal leads to evangelism leads to church renewal leads to evangelism." At the risk of oversimplification, this process may well describe the whole of the Christian faith for the last 2000 years. At the very least, it describes the inseparable relationship between the two; for we cannot speak of renewal without evangelism nor evangelism without renewal. This course grounds this relationship theologically, as it guides us in biblical study as well as in contemporary issues that are relevant to the subject. By the very nature of renewal and evangelism, however, this course also compels us to understand the relationship practically, as it explores missional church models as well as church-based evangelism strategies.

INTG 524B Church Renewal & Evangelism: Part 2 1.5
"Church renewal leads to evangelism leads to church renewal leads to evangelism." At the risk of oversimplification, this process may well describe the whole of the Christian faith for the last 2000 years. At the very least, it describes the inseparable relationship between the two; for we cannot speak of renewal without evangelism nor evangelism without renewal. This course grounds this relationship theologically, as it guides us in biblical study as well as in contemporary issues that are relevant to the subject. By the very nature of renewal and evangelism, however, this course also compels us to understand the relationship practically, as it explores missional church models as well as church-based evangelism strategies.
Prerequisites: INTG-524A (Church Renewal and Evangelism)

INTG 531 Theology & Practice of Worship 3
This course explores the theological and the ecclesiological foundations of Christian worship. Ecclesiological considerations require us to engage specific traditions, whether broad and historical, or more local in scope. A specific task of the course, among others, is the construction of worship services that express the students' tradition, or independent congregational preferences. In addition to designing a worship experience, students will be required to link substantively the theological and ecclesiological bases of each specific facet of their worship experience, and explain these to the class.
Prerequisites: THLE-520 or THLE-521 minimum grade C-
Course may be offered for audit

INTG 531A Theology and Practice of Worship: Pt 1 1.5
This course explores the theological and the ecclesiological foundations of Christian worship. Ecclesiological considerations require us to engage specific traditions, whether broad and historical, or more local in scope. A specific task of the course, among others, is the construction of worship services that express the students' tradition, or independent congregational preferences. In addition to designing a worship experience, students will be required to link substantively the theological and ecclesiological bases of each specific facet of their worship experience, and explain these to the class.

INTG 531B Theology and Practice of Worship: Pt 2 1.5
This course explores the theological and the ecclesiological foundations of Christian worship. Ecclesiological considerations require us to engage specific traditions, whether broad and historical, or more local in scope. A specific task of the course, among others, is the construction of worship services that express the students' tradition, or independent congregational preferences. In addition to designing a worship experience, students will be required to link substantively the theological and ecclesiological bases of each specific facet of their worship experience, and explain these to the class.
Prerequisites: INTG-531A (Theology and Practice of Worship)

INTG 532 The Word and Words in Worship 3
Church pastors are responsible for sharing words in many ways, from leading liturgy to reading Scripture aloud, offering prayers to presiding at rites. The class will offer students the opportunity to explore and practice each of these. Students will prepare Scripture readings covering a variety of biblical genres, write and deliver prayers for different occasions, including a funeral liturgy, a wedding liturgy, a communion liturgy and a baptism/dedication liturgy, as well as a series of prayers for a worship service from select scriptural passages.

INTG 550 MTS Summative Project: Church, Culture, Diversity, and Issues of Justice 3

INTG 551 MTS Summative Project: Church and Missn 3

INTG 552 MTS Summative Project: Disciplship & Sp 3

INTG 553 MTS Summative Project:Family Ministries 3

INTG 555 MTS Summative Project: Support Ministr 3

INTG 570A Koinonia: Leading & Bldg Community-Part1 3
This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

INTG 570B Koinonia: Leading & Bldg Community-Part2 3
This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: INTG-570A

INTG 570C Koinonia: Leading & Bldg Community-Part3 3
This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.
Prerequisites: Prerequisites: INTG-570A and INTG-570B

INTG 580A Koinonia: Leading & Bldg Community-Part1 2
This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

INTG 580B Koinonia: Leading & Bldg Community-Part2 2
This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.
Prerequisites: INTG-580A (Koinonia: Leading and Building Community)

INTG 580C Koinonia: Leading & Bldg Community-Part3 2
This module develops a theology of Christian community considered in light of contemporary leadership contexts of local churches and other ministry settings. The module will address spiritual and moral qualities of community and leadership, understanding the emotional system of the ministry participants, building teams, probing the nature of change, practicing observation of key elements of Christian culture and community, and leadership self-care. Above all, the module is designed to be a learning conversation about Christian community and leadership, with every participating in sharing and evaluating the reading and leadership experiences of others. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.
Prerequisites: INTG-580B (Koinonia: Leading and Building Community)

INTG 581A Integrative Ministry Paper: Pt 1 1.5
The purpose of the Integrative Paper is to help students integrate the theory and practice of ministry. The paper will also provide an opportunity for students demonstrate a capacity to do theology in their contexts. In this paper a student will identify and explore a pastoral or leadership challenge within their ministry contexts and through sound theological method engage broadly with current theological opinion to find and implement their theological insights.

INTG 581B Integrative Ministry Paper: Pt 2 1.5
The purpose of the Integrative Paper is to help students integrate the theory and practice of ministry. The paper will also provide an opportunity for students demonstrate a capacity to do theology in their contexts. In this paper a student will identify and explore a pastoral or leadership challenge within their ministry contexts and through sound theological method engage broadly with current theological opinion to find and implement their theological insights.
Prerequisites: INTG-581A (Integrative Ministry Paper)

INTG 620 Theol - Poverty in Appalachian Context 3
This course will examine the underlying causes of poverty while differentiating between generational and situational poverty. The course will also consider the church's historical response to poverty continuing through contemporary models. Ultimately, the students will develop a contextually based response to poverty for their communities that reflects an undergirding of Scriptural principles.

INTG 621 Faith, Reason, and Justice: From Proclamation to Practice 3
This course will explore the interplay of faith, reason, and justice in the call of the Church to "put feet on" the Gospel. Students will investigate the ways in which the pursuit of social justice is grounded in the Gospel of Jesus Christ (and how some Christians reject that notion), as well as explore how Christians in various times and contexts have drawn on their faith and their understanding of what it means to faithfully follow Christ in order to "proclaim good news to the poor.proclaim freedom for the prisoners and recovery of sight for the blind [and] to set the oppressed free."

INTG 625 Foundations of Christian Community Development in Appalachia and Beyond 3
This course is designed to cover the principles of Christian community development and their practical applications that have emerged from a wide range of practices over time and have proven so helpful to ministries in West Virginia and beyond. Drawing on readings from leading practitioners such as John Perkins, Wayne Gordon, Soong-Chan Rah, Bob Lupton, Ron Sider, Kretzmann and McKnight, and Michelle Warren, this interdisciplinary course reviews cultural competencies; economic development concepts and strategies and the role of competition and government intervention within those; and congregational leadership and community empowerment with an eye towards asset-based community development, advocacy, and the roles of place, privilege, and community leadership in that process.

INTG 630 Interseminary Seminar - by Invitation Only 3
Each year in the fall semester, four Palmer students who have been chosen by the faculty take part in this seminar with students representing other area Protestant and Roman Catholic seminaries. Students are selected on the basis of academic achievement and their perceived ability to constructively interact with diverse theological and social viewpoints. The topic of the seminar varies each year and is usually an interdisciplinary subject selected by students and faculty representatives. By invitation only.
Instructor consent required

INTG 650 Independent Study in Integrated Topics Diversity, and Issues of Justice 1-6

Interdisciplinary Studies (INST)

INST 100 Introduction to Online Learning Justice: Non-Residential and Virtual Community Students 3
This course is designed to prepare students for the technological and academic expectations of a university environment. Students will learn basic computer and online learning skills, along with strategies for academic reading and time management. With an introduction to the rhetorical expectations and technology requirements of higher education, students will be asked to think critically about both practical and socio-cultural norms for college students. Students who have requisite computer skills and academic experience may test out of this course, which is designed to make sure that all students entering the program are prepared to succeed.

INST 105 College and Career Success 3
This course is designed to assist students in their transition to college. Students learn proven skills and strategies for creating greater academic, professional, and social success. Emphasis is placed on becoming an active learner, accepting personal responsibility, discovering self-motivation, mastering self-management, employing interdependence, gaining self-awareness, adopting lifelong learning, and developing emotional intelligence. In addition, students will learn basic study skills and about resources available to them at the college and community to support their success

INST 130 Special Topics 1-3

INST 135 Goode Scholar Success Seminar 1
Required as part of the Goode Scholars Program, this course helps students develop personal leadership and strategic planning skills through connections to the campus community, goal-setting, and collaboration.

INST 140 Introduction to Faith, Reason, and Justice: Non-Residential and Virtual Community Students 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. Designed for a non-residential or virtual community environment. Required of all non-traditional undergraduate students.

INST 150 Introduction to Faith, Reason, and Justice 3
The purpose of INST 150 is to introduce students to Eastern University and equip them to succeed in college and beyond. Within the context of a welcoming and supportive community of learners, the course utilizes curricular and co-curricular activities to promote the personal, intellectual, and spiritual development of students while nurturing their sense of well-being and belonging at Eastern.

INST 151 Introduction to Faith, Reason and Justice - Transfer Students 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 or more semester hours of college credit(excluding dual enrollment, AP or CLEP credit); to be taken in the first semester on campus or as soon as offered. This course is for traditional undergraduate transfer students.

INST 161 Heritage of Western Thought and Civilization - Modern 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 170 Diversity Equity and Belonging 3
The purpose of this course is to enable students to engage deeply in examining the workings of American society and to wrestle with the question of what it means to belong, participate, and flourish within it. Drawing on Christian history and theology, along with other relevant sources, diversity of race, ethnicity, class, gender, sexuality, immigration status, and religion are examined, and the value of cross-boundary empathy, communication, and efforts toward structural change and justice are promoted. Understanding the challenge as well as the promise of diversity, equity, and belonging is thus essential not only to a well-rounded education but to productive citizenship, responsible social action, and to appropriate expression of Christian faith through the church and beyond. The course will include an experiential learning component intended to provide students with meaningful direct exposure to, and engagement in, the issues and dynamics under consideration in the classroom.
Core Category: Social Justice
Prerequisites: INST 150 or INST-151

INST 225 Community Development Seminar 3

INST 230 Special Topics 1-3

INST 275 Cross Cultural Studies 3
Cross cultural competency is the major theme of this course. Emphasis is placed on empowering students to engage with different cultures and diverse groups in their everyday lives while promoting an understanding and openness to diversity in their spheres of influence. Readings, quizzes, fieldwork, journals, and written assignments are used to explore the student's own unique cultural identity and the diverse cultural groups and opportunities that surround them in various contexts. This course provides students with practical experience in varied social environments while challenging them to apply principles learned in their encounters to their personal and professional lives.
Core Category: Cultural Perspectives

INST 330 Special Topics 1-3

INST 395 Field Experience 1-3
Course is Pass/Fail

INST 430 Special Topics 3

INST 495 Internship 2-12
A supervised internship in an off-campus organization, in the United States or abroad, that is language and missions focused. Student must provide his/her own transportation and report to an on-site supervisor. A plan of work must be submitted before internship is approved and appropriate documentation must be filed with student's advisor.

INST 498 Teaching Assistant 1-3

INST 499 Research Assistant 1-3

INST 600 Off Campus Study 3-12

Language and Cultural Studies (LANG)

LANG 120 Beginning Independent Language 2-3

LANG 130 Special Topics 1-3

LANG 146 Language Practicum 1

LANG 147 Language Practicum 1

LANG 149 Language Practicum 1

LANG 150 Language Practicum 1

LANG 151 Academic English for Spanish Dominant Speakers II 3

LANG 152 Language Practicum for the Bilingual Speaker 1

LANG 153 Language Practicum for the Spanish Dominant Speaker 1

LANG 154 Language Practicum for Spanish-Dominant Speaker 1

LANG 155 Language Practicum for the Bilingual Speaker III 1

LANG 156 Language Practicum for the Spanish-Dominant Speaker 1

LANG 157 Language Practicum 1

LANG 158 Language Practicum 1

LANG 159 Language Practicum 1

LANG 160 Language Practicum 1

LANG 162 Language Practicum 1

LANG 167 Language Practicum 1

LANG 168 Language Practicum 1

LANG 169 Language Practicum 1

LANG 170 Language Practicum 1

LANG 230 Special Topics 1-3

LANG 310 Linguistics 3
Analysis and structure of language with emphasis on phonetics, morphologyand syntax. Special attention given to the Indo-European languages whichled to the formation of modern European languages.

LANG 330 Special Topics 1-3

LANG 330A Latin I 3
This course will introduce the student to the elements of Latin Grammar and begin building vocabulary and increasing mastery of syntax and grammar. The student who completes both sections of this course and masters the elements and vocabulary of the text, will be able to translate the most difficult of Latin prose (Julius Caesar) and as well the Latin poetry of Virgil, Horace, and Ovid.

LANG 330B Latin II 3
This course will introduce the student to the elements of Latin Grammar and begin building vocabulary and increasing mastery of syntax and grammar. The student who completes both sections of this course and masters the elements and vocabulary of the text, will be able to translate the most difficult of Latin prose (Julius Caesar) and as well the Latin poetry of Virgil, Horace, and Ovid.
Prerequisites: LANG 330A

LANG 350 The Teaching of World Languages and ESL 3
This course offers guidance and practice in the practical matters of teaching communicative language courses at the K-12 level: the Standards (the 5 C's), proficiency-based instruction, lesson planning, textbook evaluation, assessment, individual learning styles, materials design and the use of new technologies in instruction. This course requires ten field experience hours.

LANG 400 Directed Study 1-3

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 transportation and report to an on-site supervisor. A plan of work must be submitted before internship is approved and appropriate documentation must be filled out with the student's advisor. Forty hours of work is equivalent to one credit hour.

LANG 498 Teaching Assistant 1-3

LANG 510 Linguistics 3
This course is a general introduction to the field of linguistics. It focuses primarily on the five core areas of linguistics: phonetics, phonology, morphology, syntax, and semantics. Topics will include an overview of theoretical models, experimental methods, and current issues in linguistics in relation to second or foreign language teaching, current scientific debates in the field of linguistics, the relationship between linguistic data and language learning and teaching theories and models.

Leadership Development (LDEV)

LDEV 200 Introduction to Leadership 3
This course is intended to offer a basic introduction to leadership with an emphasis on the practice of Christ centered leadership. The course will survey topics such as: the nature of leadership, various leadership theories and models, establishing leader identity, developing leadership skills, creating a shared vision, handling conflict, overcoming obstacles, and leading for change. Students will be challenged to recognize and expand their own leadership performance.

LDEV 230 Leading Social Change 3
An exploration of leadership approaches to address some of the world's most complex and pressing social issues. Students will examine both individual values-based leadership practices that spur social change as well as collaborative leadership frameworks that facilitate the development of shared vision and action strategies within communities, organizations, or social movements. This course will be useful for students invested in social change at any level, whether as community volunteers, grassroots activists, or leaders of non-profits or social enterprises.
Core Category: Social Justice

LDEV 305 Leadership Practicum 1
This one (1) credit course provides instruction and feedback to reflect on and learn from campus leadership opportunities. This class will provide insights into what exemplary Christian leadership should look like and ultimately help students to lead, influence & serve with integrity.

LDEV 335 Entrepreneurial Leadership 3
This course is intended to prepare present and future entrepreneurial leaders to achieve their God-given entrepreneurial potential to have a transformative impact locally and globally. If you are interested in creating a new enterprise, a new non-profit or even planting a church, this course is for you. The course looks at the heart of entrepreneurship and leadership both from an organizational and biblical perspective.

LDEV 380 Communication Strategies of the Leader 3
Students will develop and demonstrate communication skills appropriate for a variety of audiences and contexts including interpersonal, small group, public speaking, and online situations. The importance of communicating vision as well as framing organizational issues effectively will be highlighted.

LDEV 400 Leadership Capstone 1
Students will advance their strategies for practical applications of leadership in their current roles and future organizational roles through reflection, research, and discussion. They will continue to refine their Christ-centered leadership skills reflecting Christian character in their ongoing leadership roles while addressing societal and organizational dysfunction.

LDEV 445 Leadership Strategies for Groups, Teams, And Organizations 3
Students will learn how group, individual, and relational behaviors within organizations shape the structure, efficiency, and development of those organizations, and will gain an understanding of strategies to respond to these organizational behaviors as leaders. Key topics include theory and practice of group and team leadership, group dynamics, group processes, collective goal-setting, developing shared purpose, and conflict management and resolution.

Management (MNGT)

MNGT 515 Global Business 3
An analysis of the vast external environment in which organizations operate today that provides students with principles and strategies for navigating the complexities of the global market. Students consider global economic, political, and social factors that affect daily organizational operations. Additionally, students explore ethical and justice-related questions and gain a broader understanding of the world and how business operates within it.

MNGT 538 The Legal Environment of Management and Organizations 3
This course examines the impact of business decisions, corporate governance and the manager's conduct on an organization's capacity to meet its obligations to stakeholders. Students will evaluate alternative courses of action and develop approaches for implementation that enhance corporate reputation and accountability, ensure legal compliance and provide effective leadership in pursuit of strategic and operational goals.

MNGT 540 Talent Sourcing and Development Organizations 3
Analyze Human Resource's strategic role in attracting, interviewing, and selecting individuals who will impact organization performance in a positive way. Discuss recent research and trends involving staffing. Explore the world of employee behavior and motivation to develop effective development plans. Learn about the latest programs to assess workplace learning needs and solutions. Discuss case studies that illustrate ways to design workplace learning interventions. Analyze career management and leadership development plans.
Prerequisites: BUSA 515

MNGT 572 The Project Manager As a Leader 3
Project managers must effectively and efficiently initiate, plan, execute, monitor, and complete projects across various industries by maximizing their managerial and leadership knowledge. This course explores the essential knowledge base and skill sets that are required of a Project Manager to successfully accomplish project outcomes. Capable Project Managers must adapt their leadership style to apply to each unique situation, supervise tasks, and communicate effectively with stakeholders. The goal is to deliver a project that is delivered on time, within budget, and to the scope requirements. Today's project managers must have an agile mindset and be prepared to work in a global marketplace. Finally, it is imperative that the Project Manager demonstrates honesty, integrity, and ethical conduct.

MNGT 580 Employment Law and Labor Relations Organizations 3
Apply current employment laws and their interpretations to Human Resources practices and programs to protect employees and ensure compliance of organizational policies. Investigate future challenges and develop a game plan for creating and managing Human Resources programs impacted by employment law. Explore trends for educating employees about sound employment practices, diversity issues, employee rights/employer responsibilities, and privacy issues. Analyze the goals and strategies of unions and management including the current trends in organization and collective bargaining. Discuss current case studies involving the labor relations process.
Prerequisites: BUSA 515

MNGT 592 Stakeholder and Team Engagement in Project Planning 3
Project Managers have the overarching responsibility for the success of a project, and they must make every effort to identify and communicate with the stakeholders, which include any person, group, organization that can have a positive or negative influence on the project. This course examines the importance of stakeholder and team engagement and focuses on effective communication styles used by Project Managers throughout the life cycle of a project. Further, this course explores the identification and planning aspects of Stakeholder Management, including team composition and structure, assignment of physical resources, change management, and performance metrics.

MNGT 605 Enterprise Management 3
In this course, students will examine the concepts and global best practices of public, private, social sector, and production organizations. It draws from modern research and presents enterprise operations with a practical focus on operations design and analysis, customer relations, service, adaptability and sustainability. Topics include management of business operations, production scheduling, facilities, supply chain, capacity planning, quality assurance and continuous improvement.

MNGT 612 Project Work, Delivery, and Measurement 3
Project management initiatives are strategically designed to address challenges efficiently and effectively or to generate value through unique products, services, and results. This course examines diverse aspects of project planning, including identification, planning, delivery, and measurement. It emphasizes how Project Managers must navigate competing constraints, motivating team members, engaging stakeholders, monitor changes, and evaluate outcomes to ensure they correspond with the project's scope, schedule, and budget, which enhances the likelihood of achieving success.

MNGT 615 Talent Management 3
A comprehensive survey of management practices that facilitate the development and maintenance of a sustainable talent pool. Students leave this course equipped with leadership and management strategies that improve organization member efficiency, motivation, satisfaction, and achievement in a way that helps the organization move toward its strategic goals.

MNGT 620 Total Rewards Systems Organizations 3
Explore how HR executives can be strategic partners with organization leadership by leveraging total rewards systems. Analyze methods to develop compensation and benefits plans, as well as non-traditional and non-monetary rewards, to complement an organization's goals. Learn from company examples and case studies to determine how strategic compensation and benefits initiatives can benefit an organization through increased levels of employee motivation, engagement, and retention of high performing employees.
Prerequisites: BUSA 515

MNGT 624 Executive Seminar in Management 3
As a culminating experience of their program of study, students will complete an applied learning project to demonstrate their management competency. Proposed by the student in consultation with faculty, the project will involve a product, service, organizational unit, market sector, innovative process/idea, or resolution to a significant business problem. Accordingly, students will formulate recommendations and an associated action plan that incorporates critical analysis, sound business principles, ethical standards, and best practices into their work.

MNGT 625 Operations and Supply Chain Management 3
Gain the knowledge and skills necessary to manage organizational operations and supply chains to meet consumer demand. Students leave this course with strategies to create an efficient and effective supply chain and the confidence to make strategic supply chain decisions.

MNGT 632 Agile Project Management 3
Students will move beyond a basic understanding of agile project management by exploring various agile development philosophies and methodologies and how they can be applied to manage current projects. Students will learn how to utilize Scrum and several additional agile frameworks. They will also develop an understanding of when to use agile methodologies (and when not to) and how to tailor agile practices for maximum project success.

MNGT 640 Diversity in Organizations Organizations 3
Analyze and discuss the value and importance of a diverse and inclusive organization by exploring current research and legislation. Discuss implications for Human Resources practices in various organizations using case studies and examples. Explore global diversity and inclusion issues. Discuss ways that organizations can be more effective in staffing, developing, engaging, rewarding, and retaining employees of all backgrounds.
Prerequisites: BUSA 515

MNGT 665 Ethics and Social Justice 3
Designed to assist students in developing their skills in ethical analysis and moral discernment, this course utilizes an ethical decision-making framework that maps the ethical, legal and prudential dimensions of business decision making for the purpose of crafting responses that are consistent with one's own code of ethics and a life of integrity. The case method is used to explore the moral aspects of topics such as corporate social responsibility, consumer and employee protection, sexual harassment, human resource management, marketing and finance. Special attention will be devoted to the nurturing of ethical character, the importance of ethical leadership for the business community, and the role of the Christian faith as a transformational force in the workplace.

MNGT 675 Practicum 3
A student-directed applied learning project completed under faculty advisement designed to allow students to demonstrate their management competency. The project involves a product, service, organizational unit, market sector, innovative process/idea, or resolution to a significant organizational problem. Students demonstrate mastery of their program's material by formulating recommendations and an associated action plan that incorporates critical analysis, sound business principles, ethical standards, and best practices into their work.

MNGT 750 Organizational Design 3
This course examines contemporary organizational design and the view that organizations are living and dynamic systems. We seek to understand how to optimally configure organizational units to promote such things as innovation, productivity and values. We examine functional, divisional, and matrix organizations, and how to create competitive advantage through things such as democratic decision-making, crowd-based organizations, internal resource markets, and other aspects of collective intelligence. Students will examine competitive and dysfunctional aspects of leadership, workflow, procedures, and structures in systems that provide strategic advantage in effective and innovative organizations.

MNGT 765 Leading in Community: People, Problem-Solving and Conflict 3
Interpersonal relationships within an organization are critical to the success of the enterprise. Although leaders must often focus on articulating the mission and vision of an organization to external constituents, this emphasis may lead to underdeveloped structures and undernourished personnel within the organization. Leading in Community will provide students with multiple frameworks within which to analyze their own leadership styles, characteristics and effectiveness for the purpose of cultivating community within the organization. In addition, this course will focus on the role of Human Resources within an organization. By the completion of the course, students will develop an ethical framework to identify organizational systems and processes for increasing communication, solving problems, and reducing conflict.

MNGT 780 Training and Development 3
This course begins with an exploration of the difference between the notions of training as compared to human development in organizations. While addressing the former, this course focuses on the latter and builds upon the belief that people are an organization's greatest resource. This course also examines effective methods for providing employees with professional development experiences that facilitate alignment of purpose, values, and organizational goals and objectives. Students will engage with research and best practices related to Human Resource Development (HRD), Talent Development (TD) and Leader Development (LD) to propose a program and programmatic evaluation. By the completion of this course, students will be able to design and evaluate the effectiveness of HRD/TD/LD programs.

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

Marketing (MKTG)

MKTG 202 Principles of Marketing 3
This course introduces the student to the broad field of marketing and activity that aims to develop goods and services to satisfy the needs and desires of customers. Marketing decision-making in for-profit and not-for-profit organizations emphasizes the analysis of customer needs and desires; segmenting of markets; developing product, promotion, price and distribution strategies; and the relationship among consumers, business and government.
Prerequisites: BUSA 101 is recommended prior to taking this course, but isnot required.

MKTG 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.
Prerequisites: MKTG 202 and BUSA 221

MKTG 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.
Prerequisites: MKTG-202; MINIMUM GRADE C

MKTG 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.
Prerequisites: MKTG 202 or BUSA 202

MKTG 403 Digital 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 and 302.
Prerequisites: MKTG 302

MKTG 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: MKTG 303 and MKTG 305

MKTG 540 Customer-Centric Marketing 3
Peter Drucker maintained that the purpose of business is to create a customer. This course prepares students to understand how customers think and behave so that this mission can be fulfilled. Building on a foundation of consumer behavior, students will learn how to harness market research and data insights to categorize, prioritize, and effectively engage customers. Effective customer engagements that lead to conversion (the creation of a customer) requires relationships and ongoing positive experiences. This course will empower the student to create a holistic customer-centric marketing strategy that delivers measurable growth and proftiability.

MKTG 560 Brand Management 3
Building on organizational strategy, marketers must ensure that a clear strategic differentiation exists between their product/service and those offered by competitors. Creating awareness and belief in this differentiated value proposition is the foundation of brand management. Once an effective and relevant differentiation is established, brand marketers have an extensive list of strategies, tactics and tools to establish the brand's position in the minds of target customers. Through lectures and guest speakers, curated content, hands-on exercises, and an interacctive simulation, this course combines brand strategy with brand management execution so that students will develop the skills required to build a powerful, profitable brand.

MKTG 620 Marketing Campaigns and Digital Content 3
This course establishes the foundations of an integrated marketing communications (IMC) campaign that achieves business goals with specific emphasis on the new media and digital components of modern marketing. Recognizing that the most powerful marketing investments engage consumers across different communication channels, IMC provides a framework for optimizing each channel of influence and creating a whole that is greater than the sum of its parts. As the dominant customer engagement platform, digital marketing will be centered in the course so students understand the integrated nature of search engine/keyword marketing, digital advertising, video, mobile, and content marketing along with how digital elements can integrated with off-line traditional marketing (television, radio, outdoor, event sponsorship, etc.). After completing the course, students will be able to plan and measure a complete IMC marketing plan that emphasizes digital marketing tactics.

MKTG 640 Global Marketing Channels & Partnerships 3
Whether they realize it or not, the Internet has turned almost every organization into a global company. How can organizations strategically assess and plan an effective global presence and distribution footprint? How can the right partner relationships expand an organization's offerings to global and local customers? This course will help expand students' minds about what is possible through the amplifying power of marketing channels and partners, including retail/wholesale, value-added services, co-marketing, influencers, and more. Students will learn how to assess potential international partners and marketing strategies, set up a successful partnership arrangement, manage ongoing relationships, and measure their ROI.

Marriage and Family Therapy (MRFM)

MRFM 501 Marriage and Family Theory I 3
This course will provide students with a foundation of family systems theory and promote an understanding of family dynamics from a generational perspective. Students will study Bowenian Family Therapy and begin learning foundational counseling techniques as well as techniques specific to this leading theoretical model. Students will also be encouraged to apply cultural humility to their understanding of family systems.

MRFM 502 Marriage and Family Theory II 3
This course will introduce Eco-systemic Structural Family Therapy (ESFT). Students will continue to build on their foundational clinical skills and will learn to use ESFT techniques in working with families. Students will be expected to identify how issues of social injustice, marginalization and limited access to resources can impact a family's ability to sustain positive changes post therapy.
Prerequisites: MRFM 501

MRFM 503 Marriage and Family Theory III 3
In this course, students will study two post-modern family therapy models: Solution Focused Brief Therapy (SFBT) and Narrative Therapy. Students will continue to build on foundational counseling techniques and will learn how these evidenced-based trauma-informed treatment models can promote healing and change for individuals, couples, and families.
Prerequisites: MRFM 501 and MRFM 502

MRFM 505 Treatment and Assessment of Families in Therapy 3
This course will introduce students to theories, concepts, and treatment modalities used when working with families in therapy. Students will also engage in personal reflection of their own families to gain a deeper understanding of marriage and family dynamics.

MRFM 510 Human Development: Working With Families and Individuals Across the Lifespan 3
This course will review current research in human development across the lifespan. It is a study of the developmental changes that occur from conception to death. Special emphasis is given to significant developmental milestones that impact marriage and family dynamics from a family systems perspective.

MRFM 515 Assessment and Diagnosis in Marriage and Family Therapy 3
This course will introduce students to assessment tools to be used for diagnosis, evaluation, and treatment planning in professional marriage and family practice. Students will learn about and practice using assessment techniques, diagnostic tools, and outcome-based treatment planning, emphasis is placed on conducting wholistic assessments that cover all areas of individual, couple, or family dynamics. Issues of diversity, equity and belonging as well as ethical issues in assessment are also explored.

MRFM 520 Diversity, Equity, and Belonging in Marriage and Family Therapy 3
In this course, students will explore areas of cultural diversity including race, ethnicity, gender, and social-economic status with emphasis on how these issues influence the practice of marriage and family therapy. This course will also place a strong emphasis on developing cultural humility, and embracing equity, inclusion, belonging and social justice. Students will be encouraged to explore how conscious and unconscious bias impact the therapeutic process.

MRFM 525 Systemic Approaches in the Treatment of Children and Adolescents 3
This course will introduce students to theories and treatment interventions focused on work with children and adolescents. Students will deepen their understanding of clinical and ethical issues unique to working with minors.

MRFM 535 Professional Ethics in Marriage and Family Therapy 3
This course will provide a thorough study of ethics for marriage and family therapists and includes exploration of multicultural and social justice considerations in clinical practice. Students will be introduced to the AAMFT Code of Ethics along with other legal and ethical standards that govern the field of marriage and family therapy. Attention will be given to upholding ethical standards in both traditional in-person practice and telehealth therapy.

MRFM 540 Trauma-Informed Care in Marriage and Family Therapy 3
This course will examine various aspects of trauma including physiological, psychological, spiritual, and relational functioning. Particular emphasis will be placed on the inter-relational impact that trauma has on individuals, couples, and family systems. This course will also examine evidenced-based approaches for treating traumatized clients and will explore ethical practices and self-care strategies for therapists, who are often at risk for vicarious trauma.

MRFM 545 Pre-Practicum 3
This course prepares students for their upcoming practicum experience by training students in practical aspects of doing systemic therapy with individuals, couples, and families. Students will learn to conduct interviews, complete initial assessments, and manage other aspects of professional practice. Students will deepen their awareness of personal values, beliefs, and family backgrounds and how these elements have shaped their perspectives and impact their clinical thinking. Students will practice cultural humility as they continue to build on their professional skills.

MRFM 605 Practicum 1-4
Students work at an approved clinical practicum site under the supervision of clinical supervision faculty. Students provide therapy services to individuals, couples or families using systemic treatment modalities. Clinical faculty provide group and individual supervision weekly through video tape/ audio tape observation, written case formulations, case presentations and case discussions. Students will take three semesters of practicum. Each semester of practicum runs for 14-weeks.
Prerequisites: MRFM 545

MRFM 610 Psychopathology, Pschopharmacology, and Integrated Care for the Mental Health Professional 3
The focus of this course is to assist the advanced level student and the practicing mental health clinician to better collaborate with the healthcare team to improve the care of the client/patient. Students of this course will gain a better understanding of the basics of psychopathology, psychopharmacology, and integrated care from a mental health perspective. Completion of this course will develop and improve the skills necessary to stay well-informed of the latest developments in the field of medicine as it applies to mental health.

MRFM 615 Treatment and Assessment of Couples in Therapy 3
This course will introduce students to theories and treatment interventions focused on work with couples. Students will deepen their understanding of clinical and ethical issues unique to working with couples.

MRFM 620 Contemporary Issues and Collaboration in Marriage and Family Therapy 3
This seminar course will explore the intersection of contemporary problems, and recent clinical developments with the pratice of marriage and family therpay. Students will be encouraged to think of therapy practices in a broader context that explores how societal, global, and systemic issues impact the mission to champion faith, reason, and justice through clinical work. Particular emphasis will be placed on nontraditional marriage and family professional pratices that promote social justice and collaborative work across professional disciplines.

MRFM 625 Human Sexuality 3
This course will provide students with a developmental model of human sexuality and will explore how various concepts related to sexuality intersect in marriage and family counseling settings.

MRFM 635 Research Methods in Marriage and Family Therapy 3
This course will introduce students to major types of social science research. The course will familiarize students with quantitative, qualitative, and mixed research methods, as well as provide opportunities for students to critically examine research studies relevant to the work of marriage and family therapy.

MRFM 640 Capstone 3
In this course students will apply knowledge from previous MMFT courses, and clinical experiences in marriage and family therapy to develop an evidenced-based case conceptualization that is consistent with the mission, goals and learning outcomes of the MMFT program. In their final project for this course, students will produce a written paper, presentation slides, and an oral presentation demonsrtrating their ability to organize information within a systemic clinical framework. This final case conceptualization project will be evaluated by a committee of MMFT faculty.

MRFM 671 Spirituality in Marriage and Family Therapy 1.5
This course focuses on the integration of spirituality, issues of faith and the practice of marriage and family therapy. In this course, students will be encouraged to apply cultural humility when assessing client needs and providing therapeutic services to clients from diverse backgrounds. Students will also be challenged to explore their own spiritual journeys and how they impact their practice of marriage and family therapy.

MRFM 672 Systemic Assessment and Treatment of Addictions in Marriage and Family Therapy 1.5
This course focuses on the systemic assessment and treatment of individuals, couples and families who have been impacted by chemical dependency and/or process addictions. Theories and relevant treatment models will be discussed including individual, couple, group and family counseling interventions. Special consideration will be given to how issues of addiction impact family systems and interpersonal relationships within those systems.

MRFM 673 Building a Private Practice in Marriage and Family Therapy 1.5
This course will provide students with practical information regarding setting up and maintaining a private practice as a marriage and family therapist. Legal, ethical, and financial implications will be addressed. Students will also be encouraged to consider how issues of diversity, equity and belonging integrate with clinical practice.

MRFM 674 Systemic Treatment of Adoptive and Foster Families 1.5
This course focuses on the unique make-up and specific needs of families created through adoption and foster care. Specific emphasis is placed on issues pertaining to attachment and bonding, adverse childhood experiences, trauma, belonging, grief and loss and other issues that impact the dynamics and relational patterns within adoptive and foster families. Emphasis will be placed on the use of trauma-informed evidenced-based interventions to address client needs from a systemic perspective.

MRFM 801 Marriage and Family Theory I 3
This course will provide students with a foundation of family systems theory and promote an understanding of family dynamics from a generational perspective. Students will study Bowenian Family Therapy and begin learning foundational counseling techniques as well as techniques specific to this leading theoretical model. Students will also be encouraged to apply cultural humility to their understanding of family systems.

MRFM 802 Marriage and Family Theory II 3
This course will introduce Eco-systemic Structural Family Therapy (ESFT). Students will continue to build on their foundational clinical skills and will learn to use ESFT techniques in working with families. Students will be expected to identify how issues of social injustice, marginalization and limited access to resources can impact a family's ability to sustain positive changes post therapy.
Prerequisites: MRFM 801

MRFM 803 Marriage and Family Theory III 3
In this course, students will study two post-modern family therapy models: Solution Focused Brief Therapy (SFBT) and Narrative Therapy. Students will continue to build on foundational counseling techniques and will learn how these evidenced-based trauma-informed treatment models can promote healing and change for individuals, couples, and families.
Prerequisites: MRFM 801 and MRFM 802

MRFM 810 Theology of Marriage and Family 3
This course introduces the student to theological consideration in the study of Marriage and Family Systems theory and practice. An authentically Christian understanding of marriage and family must be informed by Scripture and the Christian tradition. Students will explore these theological resources as they develop a confessionally informed and academically rigorous perspective on marriage and family.

MRFM 815 Introduction to Systems Theory 3
This course will introduce the student to the foundational theories and concepts in the field of family therapy. Readings in current family and marriage theories, assigned personal reflection and interactions with aspects of one's own family experiences, as well as lectures, class discussions, and video presentations will be employed to foster a deeper understanding of family and marriage dynamics at both the personal and professional levels.

MRFM 820 Human Development and Family Systems 3
This course reviews human development across the lifespan and explores developmental processes from a family systems perspective. A special emphasis will be given to the understanding of the parent-child relationship in one's own family of origin and the construction of the self.

MRFM 825 Adult Personality and Character Development 3
This course will provide students with a comprehensive framework for understanding adult personality/character organization, considering the individual within the family system. Assessment of adult personality with psychopathological and functional dynamics will be explored. Biblical and theological insights, as well as cultural issues that affect adult personality development and function will be integrated into readings, lectures, and class projects/discussions.

MRFM 830B Special Topics: Foundations of Assessment and Interventions in Marriage And Family Therapy 3

MRFM 830C Special Topics: Supervision Practicum 3
This course is designed to assist students in becoming relational supervisors, in conjunction with the AAMFT Approved Supervisor training provided by the American Association for Marriage and Family Therapy. Utilizing online discussions and faculty feedback, this course will provide students with the opportunity to submit components of their AAMFT didactic training in partial fulfilment of the course requirements. This course will promote students' ability to conduct supervision on their own, under the mentorship of an AAMFT Approved Supervisor Mentor. By the conclusion of the course, each student will submit a draft of their supervision contract and philosophy of supervision paper. This course is pass/no credit.
Course is Pass/Fail

MRFM 835 Human Sexuality 3
This course will provide students with a developmental model of sexuality and investigate the following topics: developmental impacts on sexuality, intimacy, sexual desire, sexual dysfunction, sexual trauma and sexual identity. Current secular concepts will be explored and compared with Christian concepts related to human sexuality and how these intersect in marriage and family counseling settings.

MRFM 840 Theology of Marriage and Family Professional Paper 3
This course directs the student in the formulation of a theological and theoretical framework for counseling to marriage and family based upon reading, course work, and continuing research in the field of family systems. The paper length is 40-50 pages. The formulation of a theology of marriage and family must consider biblical exegesis, biblical theology, and the history of Christian thought with reference to marriage and family and integrate these with perspectives and insights from systems theorists on these issues.

MRFM 845 Advanced Family Therapy Practice 3
This course builds upon the theoretical base of Marriage and Family systems through exposure to the process and techniques of counseling couples, individuals and families. Therapeutic interventions based on multigenerational systems orientations will be emphasized. Opportunity is provided for clinical involvement through simulated family and marriage configurations.
Prerequisites: Take MRFM-501, MRFM-502, and MRFM-503

MRFM 850 Advanced Couples Therapy 3
This course will examine theories, models and processes of couples counseling and assessment. Students will develop skills through interactions with practice clients and exploration of case studies.

MRFM 855 Holistic Approaches to Prevention and Enrichment in Family Systems 3
This course trains students in prevention models and enrichment methodologies with special emphasis on the pedagogy of psychoeducational interventions.

MRFM 860 Trauma and Family Systems 3
This course examines the psychological impact of trauma on children, teens, adults, and family systems. Topics include: emotional regulation, cognitive processing, psychopharmacological treatments and strategies to engage a family in counseling.

MRFM 865 Assessment and Treatment of Addictions & Co-Occurring Disorders 3
This course provides students with an analysis of the various definitions of addiction and considers etiological theories and models in the addiction treatment field. Topics include: the impact of addictions, the medical model, the self-medication hypothesis, family collaborations,behavioral family therapy modalities, the influence of environment,spirituality and addition, the biopsychosocialspiritual approach,Motivational Interviewing, functional analysis and treatment planning, and substance abuse and severe mental illness.

MRFM 870 Diversity Issues in Marriage and Family Therapy 3
This course identifies the foundational concepts of race, culture, and gender in family therapy. Topics include: gender roles, family structures, class, spirituality, race, migration, oppression, cultural identity, grief and loss within cultural contexts, sexuality within cultural contexts, and white privilege.

MRFM 875 Professional Standards and Ethics 3
This course describes the ethical principles of the AAMFT Code of Ethics and their application. Topics include: professionalism, ethical decision making, multiple relationships, competency, integrity, dangerousness, abuse, neglect, moral values, spirituality issues in counseling, and ethical practice management.

MRFM 880 Systems Theory and Group Dynamics 3
This course examines Group Therapy theories, dynamics and ethical standards. Students will be given a framework drawn from systems theory for applying group theory to intervention strategies. Topics include: treatment factors, interpersonal learning, group cohesion, process dynamics, stages of group formation/function and others.

MRFM 881 Research in Marriage and Family Therapy 3
This research methodology course introduces students to a variety of qualitative and quantitative research topics. This class connects research with the practice of family therapy through learning about evidence-based interventions. Writing skills are needed for constructing research and reviewing existing research and these are developed through readings and instruction. Students will gain knowledge in family therapy research, such as measurement and validity, methodology, bridging research and practice, academic writing, and ethics in research including navigating the Institutional Review Board (IRB).

MRFM 882 Professional Writing in Marriage and Family Therapy 3
This course introduces students to the rigors of academic writing. This class explores how to appropriately integrate APA citations, acceptable use of AI, synthesizing peer-reviewed journal articles and scholarly literature, and engaging in the revision process.

MRFM 883 Professional Development in Marriage and Family Therapy 3
This course introduces students to engaging in professional development opportunities available in the field of marriage and family therapy. Three areas of emphasis within the class include 1) developing presentation proposals, 2) beginning drafts for peer-reviewed and non-peer reviewed journal publications, and 3) curriculum development.

MRFM 885 Qualitative Research Methodology 3
This advanced graduate research methodology course introduces doctoral students to a variety of qualitative research methods and the qualitative research process of creating suitable research questions, doing fieldwork, analyzing and interpreting data, and the procedures for writing a report. Students will gain knowledge in qualitative research approaches, such as narrative study, grounded theory, phenomenology, and case study; develop a workable research design pertaining to an area of interest, and write a prototype research report.

MRFM 886 Quantitative Research Methodology 3
This course introduces students to the process of quantitative research and basic statistics, including an exploration of designing, conducting, and reporting quantitative research studies. The course examines alternative approaches to experimental, quasi-experimental, and field studies using quantitative measurement. It includes formulating testable hypotheses, assessment of measurement reliability and validity, and use of descriptive and inferential data analysis. Additionally the evaluation of quantitative research studies published in various journals will be conducted. Finally, students will develop appropriate research proposals demonstrating their mastery of the course content.

MRFM 887 Mixed Methods Research 3
This course introduces students to the fundamentals of mixed methods research studies. Students will explore the types of research problems that are uniquely suited for mixed methods research, mixed methods purpose statements and research questions, types of mixed methods designs, and reporting mixed methods studies. Students will develop an appropriate mixed methods research proposal demonstrating their mastery of the course content.

MRFM 900 Doctoral Project Proposal 3
This course guides students through the process of creating their doctoral project proposal and identifying their doctoral project chair. Utilizing online discussions, student evaluations, and faculty feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous courses to develop their doctoral project proposal and to critically evaluate their peers' proposals. By the conclusion of the course, each student will identify their doctoral project chair and complete their doctoral project proposal. This course is pass/no credit.

MRFM 901 Doctoral Project 1 3
This course is a continuation of MRFM900 and guides students through the composition of their comprehensive literature review and specific sub-components of their chosen doctoral project design. Utilizing online discussions, student evaluations, and faculty feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous doctoral project courses and MRFM900, to complete their literature review and to critically evaluate the relevant sub-components of their work and their peers' work. By the conclusion of the course, each student will obtain approval of their literature review and submit drafts of the relevant sub-components. This course is pass/no credit.
Prerequisites: Take MRFM 900
Instructor consent required
Course is Pass/Fail

MRFM 902 Doctoral Project 2 3
This course is a continuation of MRFM901 and guides students through the completion of their proposal, including execution of their chosen doctoral project design and presentation at the symposium. Utilizing online discussions and faculty feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous courses and MRFM900 and 901 to complete the full proposal. By the conclusion of the course, each student will present at the symposium and complete the archival process. This course is pass/no credit.
Prerequisites: Take MRFM 900 and MRFM 901
Instructor consent required
Course is Pass/Fail

MRFM 904 Pre-Practicum in Marriage and Family Therapy 3
This course prepares students for their upcoming practicum experience in one of the following: 1) training students in practical aspects of doing systemic therapy with individuals, couples, and families; 2) training students in practical aspects of conducting systemic supervision (to be completed with an AAMFT Approved Supervisor course); or 3) training students in practical aspects of engaging in systemic teaching.
Instructor consent required

MRFM 905 Practicum in Marriage and Family Therapy 1-4
Building on the MRFM904 Pre-Practicum course, this Practicum course is offered in every full semester, Fall, Spring, and Summer and must be completed at least three times. Students must accrue a minimum of 100 supervised hours of direct service to clients in an approved clinical setting each semester for a total of 300 supervised hours of direct client contact. The course covers topics of professional roles and functions in clinical settings, ethical decision making, and strategies for providing marriage and family therapy with diverse populations. This course is graded pass/fail.
Instructor consent required
Course is Pass/Fail

MRFM 906 MFT Practicum Continuation 0
This Field Supervision course requirements include the completion of MRFM905 requirements, which include a minimum of 100 hours of supervised direct client service in an approved clinical setting. The other assignments, which may be similar to MRFM905, are required for this course as well, even if the student has already completed some of the assignments in MRFM905. This course covers topics of professional roles and functions, ethical and legal practice standards, and strategies for providing marriage and family therapy with diverse populations, as well as examining issues of pedagogy for the Marriage and Family practitioner.
Course is Pass/Fail

MRFM 910 Dissertation Proposal 3
This course guides students through the process of creating their dissertation proposal and gathering their dissertation committee. Utilizing online discussions, student evaluations, and faculty feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous research courses to develop their dissertation proposal and to critically evaluate their peers' research proposals. By the conclusion of the course, each student will gather his/her dissertation committee and complete his/her dissertation proposal. This course is pass/no credit.
Course is Pass/Fail

MRFM 920 Thesis/Dissertation I 3
This course is a continuation of MRFM910 and guides students through the Proposal Defense, IRB approval process and data collection phase of the dissertation process. Utilizing online discussions, student evaluations, and faculty/committee feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous research courses and MRFM910, to complete the Proposal Defense, IRB Approval and data collection of their dissertation and to critically evaluate their peers' research data collection work. By the conclusion of the course, each student will defend their proposal, achieve IRB approval and begin the data collection for their dissertation. This course is pass/no credit.
Course is Pass/Fail

MRFM 921 Dissertation II 3
This course is a continuation of MRFM920 and guides students through the completion of data collection, data analysis and the writing phase of the dissertation process. Utilizing online discussions and faculty/committee feedback, this course will provide students with the opportunity to apply the knowledge obtained in previous research courses and MRFM910 and 920 to complete the data collection, data analysis and Dissertation Defense process. By the conclusion of the course, each student will defend their dissertation and complete the archival process. This course is pass/no credit.
Course is Pass/Fail

MRFM 922 Thesis/Dissertation Continuation 2
Students who have not successfully defended their thesis/dissertation by the end of MRFM921 must register for MRFM922 until the project is completed. Grading is pass/no credit. No credits accrue if a continuation semester is needed.
Course is Pass/Fail

Mathematics (MATH)

MATH 100 Fundamentals of Mathematics 3
This course will develop numeracy. Selected concepts in mathematics include: Number Theory and the Real Number System, Algebraic Equations, Inequalities, Graphs, and Functions, Statistics, and Measurement. Minimum grade of C required to move on.

MATH 102 Foundations of Mathematics 3
This foundational college mathematics course is designed to equip students with essential problem-solving skills and a solid understanding of mathematical concepts applicable to real-world situations. Throughout the course, students will explore topics including proportions and variation, financial literacy, modeling, and data analysis. Practical applications are integrated throughout the curriculum, ensuring that students learn to use mathematical tools to make informed decisions and solve everyday problems.

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.
Core Category: Mathematics

MATH 103L Mathematical Ideas Lab 1
The course reviews and reinforces concepts covered in MATH 103. This one-credit course provides students with tutoring and study skills to facilitate success as they develop an appreciation for mathematics and methods of reasoning used by mathematicians. It is intended for students that did not score 250 points in the Math Accuplacer after participating in the Esperanza College Bridge Program.

MATH 107 Mathematical Perspectives for Educators 3
This course will explore the fundamental concepts of Geometry and Algebra along with their historical development. Computer topics that are useful for educators will also be addressed along with the historical development of personal computers. It is intended for the student who intends to teach at the elementary or middle school level.
Core Category: Mathematics

MATH 108 Mathematical Perspectives for Science 3

MATH 130 Special Topics 1-3

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. NOTE: A student who has received credit for a higher level MATH course (exclusive of MATH 220 or an equivalent course in statistics for behavioral and social sciences) may not take this course for credit.
Core Category: Mathematics

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
Core Category: Mathematics

MATH 160 Calculus I 3
This first semester calculus course will introduce concepts 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.
Core Category: Mathematics

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 an introduction to infinite sequences and series.
Prerequisites: MATH 160

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.
Prerequisites: MATH 161

MATH 220 Elementary Statistics 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; interference; t-test, analysis of variance; chi square; correlation. Theory and practica application of above operations 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.
Core Category: Mathematics

MATH 221 Statistics for Data Analysis 3
Introduction to statistics with an emphasis on theory and application. Includes probability; sampling; t-test, analysis of variance; chi square; correlation; regression; effect size. Intended as an introduction for students meeting additional statistics, data science, or data analysis coursework. This course does not count toward the major or minor in mathematics.
Core Category: Mathematics

MATH 230 Special Topics 1-4

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.
Core Category: Mathematics

MATH 244 Linear Algebra 3
An introductory course in linear algebra. Topics include linear equations, matrices, determinants, eigenvalues, linear transformations and vector spaces.
Core Category: Mathematics

MATH 300 Differential Equations 3
A study of first-order and linear differential equations, linear systems and Laplace transforms.
Prerequisites: MATH 161

MATH 310 Number Theory 3
An introduction to elementary number theory and its applications, particularly in the field of cryptography.
Prerequisites: 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.
Prerequisites: MATH 161 and MATH 240

MATH 316 Mathematical Statistics 3
A calculus - based introduction to mathematical statistics and the statistical programming language R. A study of the mathematical foundations of statistical methods, and the application of these methods using the programming language R. Covers data analysis using R, random variables and distributions, estimation, hypothesis testing, linear regression. Prerequisite: MATH 315
Prerequisites: MATH 315

MATH 330 Special Topics 1-4

MATH 330G Partial Differential Equations 3

MATH 330I Graph Theory 3
This course is an introduction to graph theory. Topics include graphs, trees, cycles, Eulerian cycles, shortest path algorithm and spanning tree algorithm.

MATH 330J SpTop: Game Theory 3
An introduction to the mathematical field of Game Theory. The course will provide an introduction to both Combinatorial Game Theory (covering strategy and Zermelo's Theorem) and classical game theory (covering matrix games, zero-sum games, and the Nash equilibrium).

MATH 335 Scientific Computing 3
This is an introductory course designed to familiarize the student with methods of scientific computing. We will do this through the use of many examples, some theory and homework problems. Along the way we will learn about the computational tool MatLab.
Prerequisites: MATH 244
Corequisites: MATH 300 can also be taken as a prerequisite

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.
Prerequisites: MATH 240

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.
Prerequisites: MATH 240

MATH 400 Directed Study 1-4

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.
Prerequisites: MATH 350

MATH 414W Abstract Algebra 3
The properties of formal systems such as groups, rings, and fields. The approach is axiomatic. Writing-intensive course.
Prerequisites: MATH 240

MATH 415 Topology 3
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).
Prerequisites: MATH 240

MATH 422 Foundations and Philosophy of Mathematics 3
This culminating senior experience course in the 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.

MATH 430 Directed Study 1-3

MATH 495 Internship 1-12

MATH 498 Teaching Assistant 1-3

MATH 499 Research Assistant 1-3

Media and Technology (MTEC)

MTEC 101 New Media Networks & Technologies 3
Learn about new media networks and technologies and receive an introduction on how to use them. Learn the storytelling tools in the Adobe creative cloud suite: Illustrator, Photoshop, and including YouTube and other social media.

MTEC 201 Web & Mobile Technologies I 3
Build upon your knowledge of how to use the Adobe creative cloud suite and develop skills in web design and mobile app development. Learn how to submit our apps to android, ios, and more. Learn how to develop podcasts, blogs, vlogs, youtube channels, and more.

MTEC 251 Web & Mobile Technologies II 3
Take your web design, mobile app development skills, and podcast communication skills to a more advanced level working on more complex and elaborate projects. Submit your productions to distribution channels.

MTEC 290 Technology Practicum 1
Practice your design, development, and technology skills in collaborative pro-social media projects that include students mentored by professionals. Projects enable you to develop showcase content and network with industry professionals. By the end of the semester students will be able to 1. Gain experience working in more complex productions; 2. Network with professionals in a project setting; 3. Develop a website and/or mobile app.

MTEC 295 Technology Field Practicum 1
Practice your production skills in a professional setting through your internship. Learn how the industry works, gain experience, be mentored by professionals, and showcase your skills.

MTEC 301 Web & Mobile Technologies III 3
Develop larger and more complext web design and mobil app development projects using Dreamweaver, Wordress, HTML5, CSS, Swift, Reat and other development tools. Go deeper on the user experience, interface design, securing systems and data, coding development, and new realities.

Media Production (MPRO)

MPRO 101 Principles of Design & Production 3
Overview of best practices in visual communicationi design including web pages, mobil app design and development, print and online media, and more. Learn the basics of how to use field equipment and an overview of the production process from concet to post-production and distribution. By the end of the semester students will be able to 1. Know the principles of designand have skills to apply it to different tasks; 2. Know the process of field production from beginning to end and have skills to apply it to production; and 3. Know how to have have skills to use and maintain field equipment for production.

MPRO 201 Media Production I 3
Develop storytelling ability through field production skills with DSLR cameras, smart phones, and other types of cameras. Learn techniques in videography, lighting, sound, and post-production. Apply your organizational production skills to produce media projects. Learn how to distribute through multimedia platforms. By the end of the semeter students will be able to 1. Know how to tell stories producing media content that involves use of field cameras, creative camera techniques, audio, and lighting; 2. Know the principles of post-production; 3. Know how to distribute their content through different media platforms; 4. Produce and create content, edit the content, and distribute the content.

MPRO 251 Media Production II 3
Develop storytelling ability through multi-camera studio production. Develop more advanced field production skills and techniques in videography, lighting, sound and post-production. Apply your organizational skills to produce media projects that combine field studio production. Apply your knowledge to distrubute through multiple media platforms. By the end of the semester students will be able to 1. Know how to tell stories producing media content in a multi-cam student setting and incorporate content developed through the use of field cameras, creative camera techniques, audio, and lighting; 2. Gain advanced experience applying the principles and techniques of post-production; 3. Gain advanced experience distributing their content through different media platforms; 4. Produce and create studio content that is distributed live or post-production for future distribution.

MPRO 290 Media Production Practicum 1
Practice your production skills in collaborative pro-social media projects that include students mentored by professionals. Projects enable you to develop showcase content and network with industry professionals. By the end of the semester student will be able to 1. Gain experience working in more complex productions; 2. Network with professionals in a project setting; 3. Develop material they can showcase.

MPRO 295 Media Field Practicum 1
Practice your production skills in a professional setting through your internship. Learn how the industry works, gain experience, be mentored by professionals, and showcase your skills.

MPRO 301 Media Production III 3
Advance your skills as a media producer both as a rwiter and project manager making use of Celtx Studio Suite to develop, break-down, schedule, and budget your scripts as well as media project management tools. Advance your field and studio production skills and techniquest in pre-production, videograpy/cinematography, lighting, sound, post-production, distribution, and summative evaluation as ou produce real-life projects and begin to explore new media production technologies such as VR media production.

MPRO 321 Post-Production & Digital Visual Effects 3
Expand your post-production knowledge and skills diving deeper into visual effects using Adobe After Effects and other software to enable you to enhance your storytelling. Learn about visual efects and what it takes to break into the post-production field. Advance and refine your skills as you work on more complex projects.

Medical Assisting (MEDA)

MEDA 101 Introduction to Medical Assisting 3
An overview of the basic concepts required to function as a medical assistant both administratively and clinically. Topics include scheduling, electronic medical records, infection control, first aid, CPR, patient assessment and management of the front office.

MEDA 150 Medical Terminology 3
The focus of this course is to enable students to understand the language of health, disease, medical diagnoses, and treatment commonly employed by healthcare professionals. The course will emphasize Latin and Greek word roots, suffixes, prefixes, abbreviations, and anatomical terms and stress pronunciation, spelling, and appropriate use of medical terminology. This course is foundational to all other health related courses.

MEDA 160 Phlebotomy and Critical Clinical Procedures 3
This course delves deeper into the skills needed to perform essential clinical skills in the medical office. Topics include collecting specimens, performing laboratory tests, performing spirometry exams and performing an EKG.
Prerequisites: meda-101

MEDA 168 Records, Billing, and Coding 3
This course provides a broad overview of health insurance and third party reimbursement while providing a hands-on approach to using computer systems to generate income in a primary care setting. Students will actively practice using ICD-9 and CPT codes to complete all required paperwork for billing including practice with the CMS-1500.
Prerequisites: meda-150

MEDA 204 Medical Law and Ethics 3
To familiarize students with the social and ethical issues which underpin the practice of medicine. In addition, this course examines legal terminology, liability and reponsibility, licensing, and the Patient/Medical Assistant relationship. A strong emphasis will be placed on the student's abilities to display understanding through critical oral and writing skills. The capacity to articulate and reason with moral principles, philosophical claims, and social dilemmas will be braodly reviewed and assessed throughout the course.

MEDA 224 Pharmacology 3

MEDA 260 Phlebotomy and Ekg Technology 4
Basic course overseeing all aspects of phlebotomy delivery including infection control, safety practices, laboratory tests, appropriate equipment and proper phlebotomy technique in a wide variety of clinical situations. Students will attend both lecture and clinical practice of techniques including venipuncture and capillary blood draws.

MEDA 300 Externship 4

Missions (MISS)

MISS 100 Perspectives in Christian World Mission 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.
Core Category: Theology

MISS 130 Special Topics 1-3

MISS 200 Expansion and Methods of the Christian World 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.
Prerequisites: BIBL 101 and BIBL 102 or BIBL 100 or BIBL 200

MISS 230 Special Topics 1-3

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.

MISS 330 Special Topics 1-3

MISS 395 Field Experience 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.

MISS 400 Directed Studies 1-3

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, ecumenicsism, 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.
Prerequisites: MISS 100

MISS 420 Contemporary Issues in Missiology 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.

MISS 495 Sp Top: Missiology Internship 3

MISS 498 Teaching Assistant 1-3

MISS 501 An Introduction to Missiology 3
The course is designed to provide an integrated survey of important issues involved in missiology such as the biblical foundations of mission, the history of the world Christian movement, theological models of mission practice, Christian theologies of religious pluralism, and current challenges in missiology. Particular attention will be given to theological models of mission practice and paradigm changes in Christian theologies of world religions.

MISS 502 Missiology in Local and Global Contexts 3
The course is to introduce an overview of crucial issues involved in missiology in local and global contexts such as a biblical theology of mission, the history of the cross-cultural expansion of world Christianity, conversion to the Christian faith, paradigm shifts in theology of mission, global Evangelical missiology, the current issues in missiology, diaspora missions, and missiology for North America. Particular attention will be given to missiology in the global and North American contexts.

Music (MUSI)

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.
Core Category: Arts and Literature

MUSI 104 Music Theory I 3
Studies the fundamentals of music theory including elementary harmony, primary and secondary triads with inversions, non-harmonic tones and modulation. This course is designed to develop the aural, performing and analytical skill of the student. Students study principles of tonal music composition including 18th and 19th century harmonic, formal, and contrapuntal practices. Introduction to four-part voice-leading and species counterpoint. 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. Meet four hours weekly including MUSI 104L Aural Skills I Lab.
Core Category: Arts and Literature
Corequisites: Take MUSI-104L

MUSI 104L Aural Skills I 1
Corequisites: Take MUSI-104

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.

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.

MUSI 125 Voice Class I 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 126 Voice Class II 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 130 Special Topics 1-3

MUSI 130A Jazz Improvisation 1

MUSI 130B Jazz Combo 1

MUSI 130D Chapel Worship Teams 1

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.
Prerequisites: MUSI-137; Minimum grade C

MUSI 145 Electronic Music 2
This course 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.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 156 Guitar Class II 1
This class is taught on three levels: Basic - for beginners who will learn the fundamentals of guitar as applied to praise music and folk/pop. The course covers basic playing techniques, cords, strumming patterns, and assembling a large song list. Intermediate - For those who have completed Basic Guitar I and II, or who are comfortable playing the guitar's basic cords. This class will seek to advance guitar skills for the playing of praise and worship guitar, including: assembling a large praise song list, learning about the history and theology of hymns and praise songs, practicing strum and fingerpicking patterns, and basic music theory.Techniques are applicable to various styles of music. Advanced - For those who have completed Inter-mediate Guitar I and II, or have comparable skills, this class will focus on solo and classical guitar techniques. Areas covered are scales, counterpoint, theory, practice strategies, and repertoire. NOTE: Students must have taken 155 or have equivalent performance ability as approved by course instructor in order to take 156.

MUSI 157 Chamber Music 1
An ensemble course designed for more advanced performers to explore the repertoire for various small groupings of instruments with the possible inclusion of voice. Such groupings may include brass, woodwinds, strings, percussion and various keyboard instruments. Participants will be coached by a faculty member and encouraged to perform.

MUSI 158 Chamber Music 1
An ensemble course designed for more advanced performers to explore the repertoire for various small groupings of instruments with the possible inclusion of voice. Such groupings may include brass, woodwinds, strings, percussion and various keyboard instruments. Participants will be coached by a faculty member and encouraged to perform.

MUSI 165 Vocal Ensemble 1
The University Choir provides intensive training in all aspects of choral singing. All students who enroll in University Choir assume the obligation to participate in touring choir if selected. Turning Point is a small touring ensemble giving approximately 20 concerts a semester in churches and schools. Miriam's Children is a mixed chorus designed to explore and develop repertoire of all styles. Repertoire is drawn from sacred and secular sources with emphasis on worship. Both semesters must be taken to earn credit. Open to all students by audition. Angels of Harmony is an African-American Gospel choir committed to ministry and diversity. The repertoire includes the richness of African-American heritage coupled with contemporary music. This group performs throughout the tri-state area during the academic year.

MUSI 166 Choral Ensemble 1
The University Choir provides intensive training in all aspects of choral singing. All students who enroll in University Choir assume the obligation to participate in touring choir if selected. Turning Point is a small touring ensemble giving approximately 20 concerts a semester in churches and schools. Miriam's Children is a mixed chorus designed to explore and develop repertoire of all styles. Repertoire is drawn from sacred and secular sources with emphasis on worship. Both semesters must be taken to earn credit. Open to all students by audition. Angels of Harmony is an African-American Gospel choir committed to ministry and diversity. The repertoire includes the richness of African-American heritage coupled with contemporary music. This group performs throughout the tri-state area during the academic year

MUSI 168 Touring Choir 1
The touring choir is selected from University Choir members by the director during the fall semester. Students selected for touring choir are expected to participate in rehearsals and a limited number of performances during the fall even though no credit is awarded for the fall semester. Students who participate in the fall and who fulfill their performance obligations in the spring, including the annual performance at Spring Commencement, may receive one hour credit in the spring semester. Note: An activity credit.

MUSI 173 String Instrument Methods 2
A course designed to prepare the prospective music teacher to teach string instruments, in the elementary and secondary public school environments. The performance component will include proper development, posture, developing a characteristic sound, a variety of articulations, tuning, intonation, and range. Techniques for teaching each of the above mentioned performance skills, diagnostic, prescriptive skills, selection, care of their instruments and their accessories will comprise the course's pedagogical element.

MUSI 191 Instrumental Ensemble 1
One-year activity courses. Both semesters must be taken to receive credit. Marching Band/Drumline, Eastern Winds, Eastern Jazz Ensemble, Jazz Combo, MIDI Ensemble, Percussion Ensemble, Flute Ensemble, Eastern Strings, and St. David's Orchestra society 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 192 Instrumental Ensemble 1
One-year activity courses. Both semesters must be taken to receive credit. Marching Band/Drumline, Eastern Winds, Eastern Jazz Ensemble, Jazz Combo, MIDI Ensemble, Percussion Ensemble, Flute Ensemble, Eastern Strings, and St. David's Orchestra society 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 Private Lessons 1-3
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. Offerings include Bagpipes, Bass Trombone, Bassoon, Clarinet, Computers in Music, Double Bass, Flute, French Horn, Guitar. Harp, Oboe, Organ, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Violoncello, Voice.

MUSI 196 Private Lessons 1-3
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. Offerings include Bagpipes, Bass Trombone, Bassoon, Clarinet, Computers in Music, Double Bass, Flute, French Horn, Guitar. Harp, Oboe, Organ, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Violoncello, Voice.

MUSI 203 Music Theory II 3
A continuation of the study of musical materials and structures, progressing through the tonal systems of the 18th through 20th centuries, (including qualities and inversions of triads and seventh chords, non-harmonic tones, and modulation to closely related keys). Students study principles of tonal music composition including diatonic harmony, formal, and contrapuntal practices. Exercises in four-part voice-leading and species counterpoint are supplemented by analyses of music from a variety of genres. 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. Meet four hours weekly including MUSI 203L Aural Skills II Lab.
Prerequisites: Take MUSI-104; Minimum grade C
Corequisites: Take MUSI-203L

MUSI 203L Aural Skills II 1
Corequisites: Take MUSI-203

MUSI 204 Music Theory III 3
Advanced study of melody, rhythm, diatonic and chromatic harmony in four voices, incorporating complex instrumental textures. include fluency in chromatic tonal harmony and voice-leading involving linear chords, the Neapolitan and augmented sixths, advanced modulation, ninth chords, and smaller musical forms. Coursework includes part-writing exercises, analysis of music literature, and composition. Covers voice leading, advanced chromatic harmonic progression, basic forms, and advanced modulation. The course also will include counterpoint, with emphasis on the 18th century. Included will be analysis, transcription and composition. Sight-singing and ear training are also a regular part of this course. Meet four hours weekly including MUSI 204L Aural Skills III Lab.
Prerequisites: Take MUSI-203; Minimum grade C
Corequisites: Take MUSI-204L

MUSI 204L Aural Skills III 1
Corequisites: Take MUSI-204

MUSI 206 History of African American Music 3
This course will examine the indelible impact the African musical and cultural aesthetic has had on the formation of America's contemporary music soundtrack and popular culture. The course closely examines the intersection of race, class, and gender as it pertains to the emergence of different sounds, including Atlantic, Philly, Stax, Motown, as well as gospel music in traditions such as Baptist, Church of God in Christ, Full Gospel and other traditions. The course will also focus specifically on those African American musical artists who responded musically to slave trade and slavery, include and review factors that contributed to the development of the Negro Spiritual and the civil rights movement. Through the course lectures, required readings, and discussions, students will acquire a better understanding of the historical development of African American music, social construction, the influence of the African sound in American and the world.

MUSI 223 Composition I 2
Composition I is an introduction to composition through private instruction. Private lesson fee applies.
Prerequisites: MUSI-203; Minimum grade C

MUSI 224 Composition II 2
Composition II is a continuation of private study in composition. Private lesson fee applies.
Prerequisites: MUSI-203; Minimum grade C

MUSI 230 Special Topics 1-3

MUSI 230A Basic Conducting 2
This course is designed to equip students by introducing basic conducting techniques such as: baton technique, meter patterns, cueing and expressive gestures, score reading/interpretation, and rehearsal techniques. There will be instrumental and vocal conducting opportunities for all students regardless of major instrument or vocal discipline.
Prerequisites: Take MUSI-204; Minimum grade of C

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.
Prerequisites: MUSI-138; Minimum grade C

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.
Prerequisites: MUSI-237; Minimum grade C

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.
Core Category: Cultural Perspectives, Arts and Literature

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 Woodwind Instruments Methods I (single Reeds) 1
A course designed to prepare the prospective music teacher to teach single reed woodwind instruments (clarinets, saxophones) and flute, in the elementary and secondary public school environments. The performance component will include proper embouchure development, posture, developing a characteristic sound, a variety of articulations, tuning, intonation, and range. Techniques for teaching each of the above mentioned performance skills, diagnostic, prescriptive skills, selection, care of their instruments and their accessories will comprise the course's pedagogical element.

MUSI 274 Woodwind Instruments Methods II (Double Reeds) 1
A course designed to prepare the prospective music teacher to teach double reed woodwind instruments (oboes, bassoons) in the elementary and secondary public school environments. The performance component will include proper embouchure development, posture, developing a characteristic sound, a variety of articulations, tuning, intonation, and range. Techniques for teaching each of the above mentioned performance skills, diagnostic, prescriptive skills, selection, care of their instruments and their accessories will comprise the course's pedagogical element.

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 Music Theory IV 3
A course introducing the harmony of jazz and popular music and other modern music theories. Study of essential harmonic progressions, turnarounds, chord substitutions, and melody harmonization This course will introduce basic voicings and voice leading, stylistically appropriate accompaniment, basic chord substitution, the study chromatic harmony (applied chords, modulation) and small forms (binary, ternary, variation), and modal scales as well as 21st century music from a variety of genres. Included will be analysis, transcription and composition. Sight-singing and ear training are also a regular part of this course. Meet four hours weekly including MUSI 304L Aural Skills IV Lab.
Prerequisites: Take MUSI-204; Minimum grade C
Corequisites: MUSI-304L

MUSI 304L Aural Skills IV 1
Corequisites: Take MUSI-304

MUSI 305 Music History I 3
A comprehensive music history course, concerned solely with the music of Europe (Western Music) and its development from ancient Greece and Rome through the Baroque Era (circa 1600-1750). One of the main points of the course is to discuss music as a mirror of society; consequently, we will also study the simultaneous developments of related fine arts, culture, history, technology, and politics in Europe during the time frame covered by this class. Great emphasis is placed upon form and analysis of the major trends and representative musical works from each period.
Core Category: Arts and Literature

MUSI 306W Music History 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.
Prerequisites: MUSI-305; Minimum grade C

MUSI 321 Composition I - Private Lesson 2
Private instruction based upon the progressive development of musical ideas and elements, form and technology. Opportunity for submission of music for competitions and publication dependent on level of progress. Prerequisites: Minimum grades of C in MUS 104, 203, 204.

MUSI 322 Composition II - Private Lesson 2
Private instruction based upon the progressive development of musical ideas and elements, form and technology. Opportunity for submission of music for competitions and publication dependent on level of progress. Prerequisites: Minimum grades of C in MUS 104, 203, 204.

MUSI 323 Composition III 2
Intermediate study of composition structured as private lessons. Private lesson fee applies.

MUSI 324 Composition IV 2
Intermediate study of composition structured as private lessons. Private lesson fee applies.

MUSI 330 Special Topics 1-3

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 341 Resources for Worship 2
A practical course providing information and training in worship leading for traditional and contemporary music, worship teams, audio/visual, and service planning- all geared for church and youth setting. Class sessions will include lectures and discussion of reading and lecture material, evaluation experiential assignments, small group interaction and various creative experiences inside and outside the classroom.

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.

MUSI 352 The Philosophy and Administration of Worship Arts 2
A course designed to prepare the Worship Arts major to develop a clear theology of worship and philosophy in addition to approaching the varied tasks associated with music leadership.

MUSI 353 Music Production Technology I 3
This course is intended to provide an introduction to msuci technology as it relates to music composition, performance, analysis, teaching, and research. Skills and concepts learned in this course will provide a foundation and basic understanding of music technology necessary for application in other courses of the music cirriculum. (i.e. theory, history, performance, and music education). This course provides a basic overview of digital audio, computer-generated notation, and MIDI. This course is designed for students with some musical background and knowledge of music theory who wish to enhance their music making through the use of music technology.

MUSI 354 American Popular Music Since WWII 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 355 Music Production Technology II 3
This required course for music majors and minors, is an intermediate contemporary Music Production Technology 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, music notation software, synthesizers and digital recording platforms including Logic Pro, Abelton, Digital Performer, Pro Tools and other industry standards. It is designed to meet the needs of students who want direct experience in digital audio engineering, sound wave 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.

MUSI 356 Special Topic: Advanced Guitar 1
This course is offered for advanced guitarist who will build on
The fundamentals of a guitar as applied to various styles such as contemporary music, praise music, blues music, rock music, folk and popular music. The course covers advanced playing techniques, playing guitar solos identifying triads on the Fingerboard using the CAGED system and intermediate music theory. Although the intermediate guitar course is not an official prerequisite, students won't be successful in this course without intermediate guitar knowledge and skill.

MUSI 371 Brass Instrument Methods 2
A course designed to prepare the prospective music teacher to teach trumpet and French horn in the elementary and secondary public school environments. 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.

MUSI 372 Brass Instruments II 1.00000
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.
Corequisites: MUSI-372L

MUSI 372L Brass Instruments II Lab 0
Lab fee applies
Corequisites: MUSI-372

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.

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.
Prerequisites: MUSI-381; Minimum grade C

MUSI 395 Worship Arts Field Experience 3
A full-time field experience in requiring a minimum of 90 hours in a worship ministry in a cultural setting. The student must keep and submit a log of the experience. It is recommended that students do their Field Experience with CTI Ministries, but any Worship Ministry program canbe used with approval by their University Supervisor.

MUSI 400 Directed Study 1-3

MUSI 405 Music History III 3
A comprehensive music history course, concerned solely with the music of Europe and America and its development from the late 19th century through the 20th century. One of the main points of the course is to discuss music as a mirror of society; consequently, we will also study the simultaneous developments of related fine arts, culture, history, technology, and politics during the time frame covered by this class. Great emphasis is placed upon form and analysis of the major trends and representative musical works from each period.
Prerequisites: MUSI-306W; Minimum grade C

MUSI 411 The History and Practice of Christian Worship 2
This course is designed to give the student a grasp of the phenomenon of Christian worship from the early church to present, through studying practices of the church, such as the observance of time, the use of worship space, public prayer, the service of the Word, the sacraments, and the practices that apply to one's every stage of life's journey.

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 spring 2005.

MUSI 413 Leadership and Discipleship 2
The leadership and discipleship course will equip students with an understanding of what authentic leadership is, how to guide the church into the presence of God through worship, learn how to develop spiritual growth of team members and lastly help students pursue and devote themselves to worshiping God in their private and public lives.

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.

MUSI 423 Composition V 2
Advanced study of composition structured as private lessons. Private lesson fee applies.

MUSI 424 Composition VI 2
Advanced study of composition structured as private lessons. 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 if 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.

MUSI 437 Pedagogy and Literature 2
The course will be offered in divided sections (brass, keyboard, strings, voice and woodwinds) depending on the performing emphasis of the students. Additional specialization to the actual instrument may be individualized. Methods of private teaching and repertoire development will be examined.

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.

MUSI 441 Worship Arts Internship I 1
A course designed to provide professional mentoring and apprenticeship in local churches with active music ministries.

MUSI 442 Worship Arts Internship II 1
A course designed to provide professional mentoring and apprenticeship in local churches with active music ministries.

MUSI 461 Apprenticeship 1
A course designed to provide professional monitoring and apprenticeship in student's major area of music.

MUSI 462 Apprenticeship 1
A course designed to provide professional monitoring and apprenticeship in student's major area of music.

MUSI 473 Percussion Instrument Methods 2
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.

MUSI 495 Internship 3-12
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.

MUSI 498 Teaching Assistant 1-3

MUSI 499 Research Assistant 1

MUSI 583 Music Methods and Materials PK-12 3
This course is designed to familiarize and equip the post-baccalaureate music education student with contemporary techniques for teaching PK-12 general, band, and choral music in elementary and secondary settings. The course will aid the future teacher in formulating a logical and sequential teaching approach for students of all skill levels. Emphasis will be given to philosophy and methods. NOTE: This is a Stage 3 Field Experience course for certification. Students are expected to complete a minimum of 15 hours in a self-selected field placement. Proof of clearances will be required. Please consult the field experience handbook for additional expectations.
Course may be offered for audit

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 MUS 999 Music Recital and Repertory.
Course is Pass/Fail

Nursing (NURS)

NURS 130 Special Topics 1-3

NURS 220 Nutrition for Nurses 3
This course will provide accurate and scientific evidence-based information on human nutrition. Topics covered include food choices that affect health; the digestive system; metabolism; the effects of both macro and micronutrients on health; nutrition's applications to both health and disease and nutrition requirements throughout the life cycle. Students will incorporate their Christian values into an appreciation of nutrition's role in their own personal health and in the lives of others they serve.

NURS 230 Special Topics 1-3

NURS 250 Academic Nursing Essentials 3
This course introduces students to the essentials in nursing including critical thinking, medical terminology, and academic skills for success. Students will examine influences on professional nursing practice, evidenced based practice, and demonstrate scholarly written and oral communication. The importance of critical thinking is explored utilizing the nursing process, NCSBN judgement model and concept maps.

NURS 280 Introduction to Professional Nursing Nursing 3
This course focuses on the caring, scientific, political and artistic nature of the nursing profession, the role of nurses as health care providers and nurses' self care. Historical and theoretical foundations of the nursing profession in addition to providing nursing care in today's healthcare environment will be explored from a Christian perspective. Emphasis is placed on the interconnected relationships of the body, mind, and spirit when providing nursing care to individuals. By exploring diverse psychosocial, spiritual, sexual and cultural dimensions of persons, students understand how the nursing process can meet the health needs of clients.

NURS 305 Physical Assessment 3
This course combines a holistic approach to nursing care of clients with the sciences of anatomy and physiology to obtain an accurate assessment of patient needs.

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: NURS-250 and NURS-320; Minimum grade C+

NURS 320 Introduction to Professional Holistic Nursing 3
This course explores the historical and theoretical foundations of the profession of nursing from a Christian worldview. Special attention is given to the caring, scientific and artistic nature of the profession as well as the characteristics of its professional practitioners. Key roles of the nurse include care provider, designer/manager/coordinator of care, and member of a profession are explored. Emphasis is placed on the synergy of the body, mind and spirit that is essential to consider when providing nursing care to individuals throughout the lifespan. By looking at the holistic nature of persons, nurses can develop comprehensive therapeutic strategies. By exploring diverse psychosocial, spiritual, sexual, and cultural dimensions of persons, nurses can tailor their interventions to meet the needs of clients seeking mental and physical health.

NURS 330 Special Topics 1-3

NURS 330A Nursing Outreach: Providing Healthcare to Underserved Populations 2
This course will focus on understanding the needs of a population experiencing health care disparity, and the social, political, and economic factors influencing the delivery of health care, and participating in the delivery of health care in this setting. National and international, public, private, and faith-based organizations are examined. This course will support student learning during travel to the area to provide nursing care to communities, families, and individuals. The course is aimed at preparing the student to use their developing nursing knowledge and skills in this setting, as well as identifying factors in the location that promote or limit the health of the population. Following the travel, opportunities provided to reflect on the sustainability of the current health care efforts, and the impact of the experience on their personal lives and nursing careers.
Prerequisites: Take NURS-340; Minimum grade of C+

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 and NURS-320; Minimum grade C+

NURS 340C Fundamentals of Nursing Practice Clinical 0

NURS 340L Fundamentals of Nursing Practice Lab 0

NURS 350 Health Promotion & Education & Physical Assessment 5
This course is focused on the concepts of health promotion and the skills of physical assessment. Students learn the key elements of nursing assessment, which include performing a health history, physical assessment, and psychosocial-spiritual assessment throughout the lifespan. Emphasis is given to the role of the professional nurse in health promotion and the provision of health education. Students have the opportunity to discuss and apply teaching and learning theories through the identification of client education needs.
Prerequisites: NURS-250 and NURS-320; Minimum grade C+

NURS 350L Health Promotion & Education & Physical Assessment Laboratory 0

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 demonstrate beginning competence in skills necessary for the professional nurse in outpatient, long term care, and/or (low acuity) acute care settings.
Prerequisites: NURS-310, NURS-340 and NURS-350; Minimum grade C+

NURS 360C Nursing Care of Adults I Clinical 0

NURS 370 Nursing Care of Adults II 5
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: NURS-360, NURS-380, NURS-390 and NURS-404; Minimum grade C+

NURS 370C Nursing Care of Adults II Clinical 0

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: NURS-310, NURS-340 and NURS-350; Minimum grade C+

NURS 380C Nursing Care in Mental Health and Illness Clinical 0

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: NURS-310, NURS-340 and NURS-350; Minimum grade C+

NURS 390C Maternal-Child Nursing Care Clinical 0

NURS 400 Directed Study 1-3

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: NURS-360, NURS-380, NURS-390 and NURS-404; Minimum grade C+

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: NURS-360, NURS-380, NURS-390 and NURS-404; Minimum grade C+

NURS 403C Holistic Family/Community Nursing Practice Clinical 0

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: Semester students must take NURS-310, NURS-340 and NURS-350; Minimum grade of C+

NURS 411 Transition to Professional Practice (GEM) 3
This course is designed for students considering a career in nursing and focuses on the wellness/illness continuum, nursing as a profession, medical terminology, clinical calculations, and an introduction to the use of the ATI learning platform. Pre-professional students also examine how faith informs the provision of nursing care.

NURS 440 Nursing Care of Adults III 5
This course focuses on caring for clients and families who are experiencing critical and complex health problems that may be life-threatening. Students use critical thinking skills in the planning and delivery of health care needs to acutely ill adults and their families. Students are given the opportunity to demonstrate competence as provider/designer/coordinator/manager of care roles in critical care settings.
Prerequisites: NURS-370, NURS-402, NURS-403 and NURS-450; Minimum grade C+

NURS 440C Nursing Care of Adults III Clinical 0

NURS 450 Pediatric Nursing 4
This course focuses on the role of the nurse as the provider of optimum care to the pediatric client and family. A developmental approach to the management of children from birth through adolescence is used. Course content incorporates a comprehensive view on normal growth and development throughout childhood, health promotion and maintenance and the management of acute and chronic childhood dysfunctions. A holistic approach is utilized which encompasses family dynamics, developmental tasks, health beliefs, cultural, spiritual, educational and economic issues. Appropriate methods of client/family teaching, anticipatory guidance, nursing support and guidance are taught as well as demonstrated by the student. Clinical experiences provide opportunities for the student to participate in the care of children and their families.
Prerequisites: NURS-360, NURS-380, NURS-390 and NURS-404; Minimum grade C+

NURS 450C Pediatric Nursing Clinical 0

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: NURS-370, NURS-402, NURS-403 and NURS-450; Minimum grade C+

NURS 460C Nursing Care and Chronic Illness Clinical 0

NURS 480 Nursing 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 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 additiona, creative and purposeful strategies for improving quality, safety, teamwork, leadership and outcomes evaluation that enhance nurses' ability to maifest healing environments will be examined. This course must be the last course taken in the RN/BSN program.
Prerequisites: NURS-370, NURS-402, NURS-403 and NURS-450; Minimum grade C+

NURS 485 Synthesis of Nursing Knowledge 3
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: NURS-370, NURS-402, NURS-403 and NURS-450; Minimum grade C+

NURS 498 Teaching Assistant 1-3

NURS 500 Fundamentals of Nursing (GEM) 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.

NURS 501 Health Promotion & Education & Physical Assessment 4
This course is focused on the concepts of health promotion and the skills of physical assessment. Students learn the key elements of nursing assessment, which include performing a health history, physical assessment, and psychosocial-spiritual assessment throughout the lifespan. Emphasis is given to the role of the professional nurse in health promotion and the provision of health education. Students have the opportunity to discuss and apply teaching and learning theories through the identification of client education needs.

NURS 502 Patho/Pharmacology (GEM) 4
This course focuses on core concepts of alterations of human homeostatic processes and pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Causes of pathophysiology in select body systems are discussed along with corresponding physical effects and responses. Pharmacologic therapeutic agents are discussed in relation to their effects on body systems experiencing disease pathology throughout the lifespan. Nursing responsibilities regarding safe medication administration, client teaching, laboratory data analysis and current research trends in pharmacology for the treatment of human diseases are discussed. Ethical/legal and cultural considerations of medication administration are discussed.

NURS 503 Nursing Care of Adults I (GEM) 5
In the classroom, emphasis is placed on the use of knowledge within a Christian worldview for health promotion and the prevention of illness involving selected body systems. Students utilize the nursing process by applying nursing assessment data for holistic identification and prioritizing client health problems, formulating client goals, development and use of nursing interventions, and evaluation of client goal achievement throughout the lifespan. This first clinical practicum will give students the opportunity to demonstrate beginning competence in skills necessary for the professional nurse in outpatient, long term care, and/or (low acuity) acute care settings.

NURS 504 Pediatric Nursing 4
This course focuses on the role of the nurse as the provider of optimum care to the pediatric client and family. A developmental approach to the management of children from birth through adolescence is used. Course content incorporates a comprehensive view on normal growth and development throughout childhood, health promotion and maintenance and the management of acute and chronic childhood dysfunctions. A holistic approach is utilized which encompasses family dynamics, developmental tasks, health beliefs, cultural, spiritual, educational and economic issues. Appropriate methods of client/family teaching, anticipatory guidance, nursing support and guidance are taught as well as demonstrated by the student. Clinical experiences provide opportunities for the student to participate in the care of children and their families.

NURS 505 Nursing Care in Mental Health and Illness (GEM) 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.

NURS 506 Nursing Care of Adults II (GEM) 5
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: NURS 503
Corequisites: NURS 564

NURS 507 Nursing Care and Chronic Illness (GEM) 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: NURS 503

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

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

NURS 510 Maternal-Child Nursing Care (GEM) 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: NURS 503

NURS 511 Nursing Care of Adults III (GEM) 5
This course focuses on caring for clients and families who are experiencing critical and complex health problems that may be life-threatening. Students use critical thinking skills in the planning and delivery of health care needs to acutely ill adults and their families. Students are given the opportunity to demonstrate competence as provider/designer/coordinator/manager of care roles in critical care settings.
Prerequisites: NURS 506

NURS 512 Community Nursing Practice (GEM) 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: NURS 506

NURS 513 Nursing Capstone: The Art of Nursing (GEM) 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 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: NURS 511

NURS 514 Synthesis of Nursing Knowledge (GEM) 3
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: NURS 511

NURS 515 Curriculum and Health Education for Diverse Populations - School Nurses 3
This graduate level course is designed to increase the school health professional's knowledge of curriculum development in health education and promotion. Content will include an overview of health education, learning, and teaching strategies inclusive of the special population and the diverse learner. Course emphasis will be placed on cultural awareness and development towards cultural competence .

NURS 516 Pathophysiology, Pharmacology, & Physical Assessment 3
This course explores current advanced concepts in pathophysiology, physical assessment and pharmacology to develop recognition of and identify treatment for common health care problems seen in primary and acute care health care.

NURS 517 GEM Seminar 1 0
Reflective analysis of the knowledge & skills required in the practice of professional nursing. The students will begin the development of a professional portfolio to validate semester-one professional nursing practice outcomes.
Prerequisites: NURS 411
Corequisites: NURS 500, NURS 501, and NURS 502
May take Pass/Fail

NURS 518 GEM Seminar 2 0
Reflective analysis of the knowledge & skills required in the practice of professional nursing. The students will continue the development of a professional portfolio to validate semester-two professional nursing practice settings.
Prerequisites: NURS 517
Corequisites: NURS 503, NURS 504, NURS 505, and NURS 560
May take Pass/Fail

NURS 519 GEM Seminar 3 0
Reflective analysis of the knowledge & skills required in the practice of professional nursing. The students will continue the development of a professional portfolio to validate semester-three professional nursing practice settings.
Prerequisites: NURS 518
Corequisites: NURS 506, NURS 507, NURS 510, and NURS 564
May take Pass/Fail

NURS 520 GEM Seminar 4 0
Reflective analysis of the knowledge & skills required in the practice of professional nursing. The students will continue the development of a professional portfolio to validate semester-four professional nursing practice settings.
Prerequisites: NURS 519
Corequisites: NURS 511, NURS 512, NURS 513, and NURS 514
May take Pass/Fail

NURS 521 Pathophysiology, Pharmacology, & Physical Assessment-Clinical Practicum 1
This precepted clinical course will explore current advanced concepts in pathophysiology, physical assessment and pharmacology used for the recognition and treatment of common health care problems seen in primary and acute care health care.
Corequisites: NURS 516

NURS 522 Professional Writing 2
The implementation of APA reference format and the development of professional, academic writing skills will be facilitated by this course. Students will be expected to use proper APA format and evidence-based research to present written assignments. Research findings will gain credibility with proper reference and documentation, which will also enable the dissemination of reliable information to hasten nursing practice change.
Prerequisites: NURS 520
Corequisites: NURS 523

NURS 523 Capstone Planner 1
Students who complete this course will have the foundational knowledge and skills needed for leadership positions in systems management and interprofessional practice. Students will be able to actively identify areas within clinical practice that could be improved and develop a plan to implement a change based on evidence-based research.
Prerequisites: NURS 520
Corequisites: NURS 522

NURS 530 School Nurse Clinical Practicum 3-6
This course is designed for prospective school nurses. The focus is to acquaint the student with the role of the nurse as a member of the educational community. Emphasis is placed on the assessment, implementation and evaluation of the health care needs of the school aged population. It is structured to provide a forum for lecture and discussion as well as supervised field experience for the student to observe and participate in health care delivery in the school setting. The practicum consists of 100 hours of clinical experience. The clinical experience should be divided equally among elementary, middle and high schools with at least one component involving children with special needs.

NURS 542 Advanced Pathophysiology 3
This course focuses on the physiological principles that underlie the altered states leading to pathogenesis at the molecular, histologic, and systemic levels. The pathophysiological processes in the pediatric, adolescent, adult, geriatric, and pregnant patient are discussed. Included are the genetic, environmental, behavioral, and organic contributions to the dysfunctional conditions. This course contributes to the student's formation of clinical competence and diagnostic skills.
Prerequisites: Take NURS 560, NURS 552, NURS 564, NURS 562, and NURS 568

NURS 543 Advanced Physical Assessment 4
This course builds upon the basic skills of physical assessment. Students will practice health assessment and physical examination skills in the classroom, laboratory and clinical settings. Emphasis is on clinical decision-making for populations across the lifespan. Differentiation of normal vs abnormal findings and the integration of the history and physical findings for diverse populations will be explored. Topics will include: a) communication and taking the health history; b) holistic assessment including life span development, nutrition, and activities of daily living; c) cultural considerations; d) advanced physical assessment of the skin, hair, nails, face, head, neck, eyes, ears, nose, mouth, throat, lymphatic system, breasts, respiratory system, cardiovascular system, abdomen, musculoskeletal system, neurological system, male and female genitalia, and anus and rectosigmoid region; e) family assessment; f) assessing special populations including pediatric, pregnant, aging, and functionally limited clients; g) case presentations; h) focused physicals; i) common systemic problems; and j) differential medical diagnoses. There will be 45 contact hours of laboratory hands-on practice and 45 hours of direct patient care with a clinical evaluation required.
Prerequisites: Take NURS 560, NURS 552, NURS 564, NURS 562, and NURS 568

NURS 544 Advanced Pharmacology 3
This course will cover selected topics in pharmacology and clinical therapeutics that are important in advanced nursing roles. Lectures cover the basics of pharmacologic mechanisms, dose-response relationships, pharmacokinetics across the lifespan and factors that alter a drug's bioavailability. In addition, this course will discuss safe prescribing methods. The implications of pharmacokinetics and pharmacotherapeutics on drug action will be considered.
Prerequisites: Take NURS 560, NURS 552, NURS 564, NURS 562, and NURS 568

NURS 552 Information, Technology & Communication 3
This course focuses on the use of nursing informatics, communication techniques, and systems to improve quality, safety, and advocacy in advanced nursing education and practice. Patient-care technologies used to coordinate and deliver care within a collaborative, interdisciplinary team model are explored. Interpersonal and relational strategies, such as team building, feedback, and consulting to enhance communication and collaboration within the teaching and health care environment are investigated. Evidence based tools related to quality improvement and safety within organizations are studied to examine complex communication and information systems and their impact in nursing education and practice.

NURS 554 Pathophysiology, Assessment, and Therapeutics I 3
This systems-based course focuses on advanced knowledge and practice related to pathophysiology, pharmacology, and assessment of the whole person while building upon a foundation of knowledge established at the baccalaureate level. Alterations in physiological systems across the life span and special populations will be explored through a holistic lens. Cultural and environmental influences are consdiered part of the holistic assessment and therapy.

NURS 556 Pathophysiology, Assessment, and Therapeutics II 3
This systems-based course continues to build upon the advanced knowledge and practice related to pathophysiology, pharmacology and assessment of the whole person while building upon learning from NURS 554. Alterations in physiological systems across the life span and special populations will be explored. Cultural and environmental influences are considered as part of assessment and therapy.
Prerequisites: Prerequisite: NURS-554 and NURS-566Minimum grade C, TR, CR

NURS 560 Translating Research for Evidence Informed Practice 3
In this course, students will critically reflect upon and appraise research, and apply findings within healthcare settings to resolve practice problems, initiate change, and improve quality. Application of findings and translation of evidence to practice settings will be the main focus with an emphasis on use in organizational decision making, improvement of academic and clinical environments, and nursing care. The research-oriented approach is explored from problem formulation to analysis and interpretation in both quantitative and qualitative methodologies. The opportunity to recognize a researchable problem in nursing and develop a plan for its study is provided.
Prerequisites: Take NURS-566

NURS 561 Community and Environmental Health 3
This graduate course is designed to increase the student's knowledge and awareness of how community and environmental health issues impact the individual, the nation, and the world. The role of community and government organizations, community planning, environmental policies, and health care services will be explored as they relate to disease prevention and control. Disaster preparedness will be investigated. Mental and spiritual health, substance abuse, consumer and environmental issues will be examined.

NURS 562 Population Health: Prevention, Promotion And Policy 3
This course prepares the student to evaluate systems and policies pertaining to population focused healthcare with the aim to improve quality of life for populations and to eliminate disparities through effective collaboration between health disciplines and health and human service organizations, adequate use of levels of prevention, engagement and advocacy for vulnerable groups, and policy development. Concepts related to epidemiology, genomics,culturally and linguistically appropriate services, and inter-professional collaboration are emphasized as tools for advancing quality in healthcare. The role of the master's prepared nurse as advocate and leader in promoting population health is emphasized.
Prerequisites: Take NURS-566

NURS 564 Foundations of Nursing Leadership 3
In this course, students will explore nursing leadership and its impact on knowledge, attitudes, and skills necessary to effect change in all types of healthcare-related environments. Students will examine the self through assessment and reflection, in relationship to individuals, groups, and organizations. The paradoxes and ambiguities of leadership will be scrutinized in various contexts.
Prerequisites: Take NURS-566

NURS 566 Foundations of Nursing Education 3
In this course, students will explore how people learn and how best to facilitate knowledge, information, and skills development. Relevant theories and determinants of learning are presented for students to research, discuss, and employ. Attention is given to the ethical and legal rights and responsibilities of nurses, educators, and learners.

NURS 568 Application of Nursing Theories 3
This course examines knowledge development in nursing. The student will focus on the extrapolation and application of various theoretical foundations and frameworks in advanced nursing practice in response to health-related human needs in diverse populations. The relationship of nursing practice and relevant theories is considered within historical and contemporary contexts as nursing knowledge, research, education, and current evidence-based practices are emphasized.

NURS 600 Special Topic: Pa School Nurses and Practitioners Annual Update in School Nursing 1

NURS 601 World Health Issues 3
World Health Issues will explore global health problems that affect the developed and developing world. Understanding international health care needs and issues will better equip health care planners, educators and providers to deliver culturally competent care to diverse populations. Health, disease, and wholeness will be examined in relationship to the culture and the Biblical perspective. Specific diseases and their impact in various regions of the world will be studied with analysis of incidence, prevention, control and health program planning. This course provides an overview of the global perspective of health. International health concerns impact, directly and indirectly, the health care delivery system in the United States. An interdisciplinary approach to health needs and concerns will be examined from various cultures and countries, in addition to comparison with the current healthcare delivery system in the United States.

NURS 602 Holistic Health Care for Culturally Diverse Populations 3
This course will consider the health beliefs and practices of various cultural groups living in North America, with emphasis on the United States. Cultural incentives and barriers to wellness and health care will be examined. The provision of Christian service in combination with professional health care to meet the holistic needs of culturally diverse clients is the focus of this course.

NURS 608 Seminar for Supervisors 3
This organizational management seminar was developed to aid the student in analyzing the role of the supervisor. The factors that affect organizational management and the school environment as well as working relationships will be discussed. State and local law and the function of the school board in policy determination which will affect the school program will be discussed. Students will have the opportunity to design a school program along with the staff development and the budget process necessary to support that instructional program. Field Experience 60 hours.

NURS 614 Practicum for School Health Supervisors 3
The student will spend a minimum of 300 hours working with a nurse supervisor of Pupil Personnel services in a school district under the supervision of a faculty member from Eastern University. If the student is already an acting supervisor or coordinator in a school setting, the assignments will be fulfilled on the job with supervision from Eastern University. A prescribed number of assignments must be completed which include but are not limited to activities in program development, school nurse service improvement, policy determination, staff development, budgeting, and role analysis and program evaluation.

NURS 630 Innovations in Teaching and Learning 3
This student-centered course highlights the role and responsibilities of nurse educators in the point of care learning environment. The teaching and learning process is explored with focus on the development of critical thinking and clinical reasoning skills to facilitate positive patient care outcomes. The impact of culture on the teaching and learning process, as well as ways to effectively teach nurses to work with diverse populations and individuals with health disparities, is emphasized. The role of information resources including technologies for enhancement of learning, communication, coordination, and delivery of care is addressed. This course includes a student-selected 24-hour direct-care practicum focused on building specialty competencies, integrating new knowledge into practice, and enhancing physical assessment skills. (24 hours of practicum)

NURS 632 Curriculum Design and Revision 3
In this course, students will focus on the connection between institutional vision, mission, and program learning outcomes on curriculum design, development, delivery, and revision. Students will complete a 24-hour onsite direct-care practicum to achieve professional, specialty, and course-related outcomes. Direct care experiences will provide the student an opportunity to apply theory to practice, demonstrate comprehensive assessment skills, advance diagnostic and decision-making skills, and model best care practices to team members. (24 hours of practicum)
Prerequisites: Prerequisites: NURS-566, NURS-554, NURS-556, NURS-552,NURS-562, NURS-560, NURS-564, NURS-630.

NURS 634 Assessment and Evaluation Strategies in Nursing Education 3
In this course the student will examine assessment, measurement, and evaluation of learning outcomes and testing, as outcomes data pertaining to program quality and achievement of accreditation standards are explored. Systematic evaluation of a nursing education program is studied as it pertains to development, revision, and redesign of curriculum, and teaching learning activities. The student will also synthesize educational theories, concepts from the arts and sciences, and best practice- and evidence-based-models and construct a personal teaching and learning philosophy that will serve as a foundation for a role as nurse educator.
Corequisites: Corequisite: NURS-650A

NURS 650A Capstone: Part A 2
In this course, students will analyze issues and trends influencing the role of the masters' prepared nurse as educator. Students will generate innovative and evidence-based strategies to address contemporary nursing issues that impact the role of the professional nurse. In addition, students will finalize their scholarly project proposal and begin implementation and completion of their projects. Students are required to complete 48 hours direct care practicum during the course.

NURS 650B Capstone: Part B 2
In this course, students will generate innovative and evidence-informed strategies to address contemporary issues in nursing education and healthcare. Incorporating scholarly methodologies students will disseminate their scholarly projects through written and verbal presentations using a variety of methods and technologies. Students will critically appraise the scholarly work presented. Students will complete the final 48 practicum hours of the program.
Prerequisites: NURS 650A and all Foundational courses

NURS 690 Directed Study 1-3

NURS 999C Nurs Clinical (admin Only) 0

Organizational Leadership (LEAD)

LEAD 310 Leadership Formation and Development 3
Students will reflect on and evaluate individual leadership style, values, beliefs and areas for leadership development in the context of the Christian faith. Study of leadership theories will include particular examination of ethical, spiritual, authentic, and servant leadership approaches along with discussion of implications for organizational practice.

LEAD 336 Financial Concepts for Non-Financial Leaders 3

LEAD 360 Essentials of Project Management 3
The project life cycle, planning and control processes, and people management aspects of project management are presented. Students develop foundational knowledge and skill in managing projects while balancing constraints involving project scope, quality, schedule, budget, resources, and risk.

LEAD 410 Behavioral Dynamics in Organizations 3
Socio-psychological aspects of organizations are examined relative to overall work performance, decision-making, conflict resolution, teaming learning, innovation and change. Group tasks are supplemented with opportunities for individual and interpersonal reflection as consideration is given to issues related to work-life balance and the role of personal faith in the workplace.

LEAD 440 Strategic Change 3
The role of strategy in organizational decision-making, development, and change is examined. A distinction will be drawn between strategies and tactics as the formulation, implementation, and continual evaluation of strategy in organizations will be emphasized. Special attention will be placed on the concept of strategic thinking as students assess and develop personal competency in this area.

LEAD 498 Teaching Assistant 1-3

LEAD 530 Interpersonal Leadership & Communication 3
Every individual, regardless of organizational position, can exercise leadership. It has been observed that a synonym for leadership is "influence." This course focuses on the interpersonal dimensions of leadership and the essential role of communication in influencing, motivating, and developing others. Students will examine how trust, emotional intelligence, self-awareness, and communication competence contribute to effective leadership across organizational levels. Topics include relational dynamics between leaders and followers, ethical and persuasive communication, and the challenges of navigating feedback, conflict, and change. Students will gain insight into a range of interpersonal leadership practices, including managing up, coaching, and mentoring, while developing the confidence and clarity to lead with purpose in both formal and informal roles.

LEAD 560 Leading High-Performance Teams 3
High-performing teams are essential to organizational success, and effective leadership at the team level is a core competency for today's business leaders. This course equips students to lead diverse, agile, and results-driven teams in a variety of contexts, from cross-functional project groups to executive teams and globally dispersed virtual collaborations. Students will examine how team composition, development stages, group dynamics, and leadership structures influence performance and cohesion. Students will also explore how leaders use performance management tools, including metrics, feedback systems, and KPIs, to assess team effectiveness, drive improvement, and align efforts with organizational goals. Through applied learning and reflection, students will strengthen their ability to build and guide teams that adapt, innovate, and deliver results.

LEAD 604 Organizational Behavior and Development 3
Gain an understanding of how group, individual, and relational behaviors within organizations shape the structure, efficiency, and development of that organization and learn strategies about how to respond to these organizational behaviors as a leader. Utilizing the lens of social sciences, this analysis of organizations equips students to understand and respond to an organization's dynamics so they can bring guiding vision and leadership into their role.

LEAD 614 The Art of Decision Making 3
An exploration of decision-making models that enables students to learn when and how to apply them in contexts such as personnel management, finance, and marketing. Additionally, students are equipped with both the hard and soft skills required for effective leadership in varying organizational environments.

LEAD 624 Leadership Theory 3
A survey of major leadership theories and styles and how they manifest themselves in practice and outcome. Based on the techniques, methodologies, and frameworks studied, students reflect on their own leadership and build their own personal leadership style throughout the course.

LEAD 630 Shaping Organizational Behavior, Design, and Culture 3
This course examines how leaders influence the behavior, structure, and culture of organizations to foster alignment, accountability, and long-term effectiveness. Drawing from foundational organizational behavior and design theory, students will study how individual motivation, group dynamics, and structural choices interact to shape performance. The course focuses on how leaders make intentional decisions about organizational systems to support mission, values, and strategy. Students will learn to assess organizational environments, uncover underlying cultural norms, and evaluate design trade-offs that affect decision-making, innovation, and employee engagement.

LEAD 634 Managing Diversity and Conflict 3
Cultivate the skills and traits necessary to effectively lead diverse teams and organizations, mitigate and manage workplace conflict, and create cultures of inclusion. Students gain understanding about social identity theory and its relation to leadership, the benefits of a diverse workplace, implicit bias, the legal aspects of workplace diversity, and conflict resolution styles, equipping them to work and lead more effectively in the contemporary work environment.

LEAD 660 Leading Innovation and Change in Organizations 3
In an increasingly volatile, uncertain, complex, and ambiguous (VUCA) world, effective leadership requires a shift from providing all the answers to facilitating adaptive learning and collective problem-solving. This course examines how leaders cultivate innovation and lead change by fostering environments that support experimentation, feedback, and continuous learning. Students will examine emerging models of leadership development, innovation frameworks that distinguish between incremental and disruptive innovation, the evolution of organizational design, and the rise of strategic networks. Emphasis is placed on building the mindsets and practices leaders need to navigate uncertainty, mobilize teams, and drive meaningful transformation.

LEAD 700 Academic Inquiry, Writing, & Reflexivity 3
This introductory course helps students acquire advanced knowledge about various research frameworks; develop critical literature-based research skills; strengthen academic writing habits and praxis; and explore their leader identity from faith and justice perspectives.

LEAD 710 Historical and Cultural Perspectives of Organizational Leadership 3
In this course students examine the history of leadership theory and research to understand the pattern and future direction of leadership studies. Students will also explore the nature and character of leadership. The key questions are: What is leadership? What are the different aspects of leadership? How has that understanding remained the same or changed throughout the global history? How does context affect the nature of leadership? What are the moral purposes of leadership? This course utilizes an interdisciplinary approach in its survey of leadership issues, incorporating historical, literary, political, scientific, sociological, and cultural perspectives.

LEAD 720 Leadership Theory and Practice 3
This course will expose students to leadership literature and theories, so that they may use them as a platform to reflect on their personal practices within their own organizations. Because leadership is influenced by the complexities of the human element, as well as various worldviews and their corresponding value systems, students will be challenged to integrate their understanding of leadership practice with the tenets of Christian faith. Through this course, students will develop an understanding of the main exponents of leadership theory and their respective theories as they learn to critically evaluate their own personal practices as leaders.

LEAD 730 Models of Organizational Behavior 3
In this course students will explore the dynamics of human behavior in organizational settings by familiarizing themselves with basic organizational behavior (OB) theories at various levels of analysis. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the "Letter of Eligibility."

LEAD 740 Foundations of Research Methodology 3
This is the first course in the complement of research methods courses aimed at preparing students for the doctoral dissertation. To learn research methods is to learn how to reflect on the world in a systematic way. This class introduces students to the knowledge base and skills needed to critically read and evaluate research studies; design qualitative, quantitative and mixed methods research studies; utilize a statistical software package to process; and analyze, interpret and write up quantitative data analyses. The course emphasizes the development of quantitative and qualitative reasoning, critical thinking skills, academic writing skills, and problem solving. It is assumed that students will have some background in statistics and research methodology; nevertheless this course will revisit the foundations of research methodology providing students with a basic framework to conceptualize and critically evaluate social and behavioral science research. Undergraduate level statistical proficiency is a prerequisite to this course.

LEAD 800 Advanced Seminar 3

LEAD 800A Advanced Seminar: Systems Approaches for Organizational Leaders 3
In this course students will first explore the theoretical foundations of systems theory and systems thinking relevant to organizational leadership through a critical literature review. Then students will select a specific sector to apply their theoretical knowledge of systems approaches in their sector-specific contexts through deconstructing and constructing organizational leadership cases.

LEAD 800B Advanced Leadership Seminar: Executive & CEO Leadership 3
The Advanced Seminar course is designed to introduce contemporary theoretical and practical topics of organizational leadership, not covered by the established PhD curriculum. The focus of the course reflects the instructor's scholarly expertise and is announced before students enroll in the course. In the course, students will drive their literature-based research, applying the theoretical and practical focus of the course to their concentration or research area (e.g., business, education, and public and nonprofit administration). The instructor will employ a variety of pedagogical tools to integrate theory and practice within the focused topic. Students will be required to present findings from their individual research during the semester. The course qualifies for the student's concentration requirements. This section of the Advanced Seminar focuses on "Executive and CEO Leadership." In this course, students will analyze the multiplex of issues to determine how the executive leaders and CEOs can be most effective, evaluating the relevant political, economic, and social factors with a focus on organizational excellence, the clarification of organizational structure, the recognition of decision-making patterns, the necessity of strategic leadership, and the strategies of consensus building.

LEAD 800D Advanced Leadership Seminar: Program Evaluation 3
The Advanced Seminar course is designed to introduce contemporary theoretical and practical topics of organizational leadership, not covered by the established PhD curriculum. The focus of the course reflects the instructor's scholarly expertise and is announced before students enroll in the course. In the course, students will drive their literature-based research, applying the theoretical and practical focus of the course to their concentration or research area (e.g., business, education, and public and nonprofit administration). The instructor will employ a variety of pedagogical tools to integrate theory and practice within the focused topic. Students will be required to present findings from their individual research during the semester. The course qualifies for the student's concentration requirements. This Section of the Advanced Seminar focuses on "Program Evaluation." In this course, students will collect data, and analyze and interpret data; write a report on preexisting PESS committee assignments. Students will work collaboratively in small groups to complete the overall goal of the Ph.D. program evaluation and self-study. Through the collaborative process participants in this course will gain practical knowledge and experience with evaluating and self-studying the existing academic program within a higher educational context. The practical knowledge and experience gained through his collaborative process can be easily transferred to program evaluations in programmatic contexts.

LEAD 800E Advanced Leadership Seminar: Leadership and Trust in Organizations 3
The Advanced Seminar course is designed to introduce contemporary theoretical and practical topics of organizational leadership, not covered by the established PhD curriculum. The focus of the course reflects the instructor's scholarly expertise and is announced before students enroll in the course. In the course, students will drive their literature-based research, applying the theoretical and practical focus of the course to their concentration or research area (e.g., business, education, and public and nonprofit administration). The instructor will employ a variety of pedagogical tools to integrate theory and practice within the focused topic. Students will be required to present findings from their individual research during the semester. The course qualifies for the student's concentration requirements. This section of the Advanced Seminar focuses on "Leadership and Trust in Organizations." In the course, students will examine the theoretical and empirical foundations of leadership models, with an emphasis on how trust is developed, maintained, and repaired within teams and organizations. Through a combination of case studies, research articles, and seminar discussions, students will critically analyze the role of trust in leadership effectiveness, collaboration, and organizational performance. Additionally, students will explore trust-building practices, trust recovery, and the impact of trust on leadership styles such as transformational, servant, and authentic leadership. They will also investigate the dynamics of trust in diverse, virtual, and crisis-driven environments. By the end of the course, students will design and develop a research project that applies their understanding of leadership and trust to an organizational context of their choice.

LEAD 810 Strategic Leadership and Organizational Change 3
This course will enable students to develop an understanding of strategic management concepts and the ability to assess, analyze, and potentially resolve complex management problems. Students will learn to use different analytical techniques in the formation of comprehensive business strategies. The primary method of instruction will be case analysis. Completion of this course will satisfy Pennsylvania standards in the preparation of superintendents, specifically the certification requirements for the "Letter of Eligibility."

LEAD 825 Capacity Building in Human Resources 3
This course introduces human resource management from a strategic perspective. In this course, students will learn how to manage human resources effectively in the dynamic legal, social, and economic environments currently governing organizations. Students will develop an understanding of strategic management and its importance in building an effective and healthy organization. Among the topics included are: formulation and implementation of human resource strategy, methods of recruitment and selection, techniques for training and development, performance appraisal, compensation and benefits, and the evaluation of the effectiveness of HRM systems. The course adopts an integrative approach in that applications are made to organizations within the business, education and non-profit sectors and supported with studies/case studies in the respective fields.

LEAD 840 Leadership, Justice and Servanthood 3
Meaningful responses to human suffering are grounded in discernment regarding human conflict; harm and oppression; power and the abuse of power; and the rights, responsibilities, and opportunities - personal, communal, and global - that arise from the crucible of potential that is our humanity. Using different theories of justice, students will look at what it means to be leaders who champion just systems and practices in their own organization, industry sector, and profession. This course asks students to address such questions as: What does it mean to lead justly, to advocate for justice? How can one choose servant leadership, restorative justice, and forgiveness in the face of systemic oppression, suffering, and grave human atrocities? What does it mean to be a person of restorative justice and forgiveness? In Leadership, Justice, and Servanthood, students engage in reading, reflection, research, and discussion that inform their practice as leaders and leadership scholars who advocate for justice and who model servant leadership.

LEAD 860 Leadership in Global Contexts 3
This course examines complex philosophical and contextual issues related to global leadership. We begin with an examination of this historical influences of certain fundamental epistemic and ontological beliefs of Western, Eastern, African and other cultures. The practice of moral leadership requires attention to particular perspectives of individual leaders and their followers, as well as the various dimensions of culture that inform and influence both the theory and practice of leadership. In this course, we will seek to understand how culture shape moral worldviews and relationships. In addition, we will critically engage with thinkers who offer- individually and collectively- their own normative conceptions for constructing cross-cultural ethics or universal ethics. Finally, students will examine the ways in which leadership theory itself may be epistemically, culturally, ethically and ontologically dependent.

LEAD 870 Qualitative Research Methodology 3
This course is offered as part of the research methods curriculum for the Ph.D. in Organizational Leadership at Eastern University. This graduate research methodology course introduces doctoral students to (1) a variety of qualitative research methods, including but not limited to ethnography, grounded theory, phenomenology, case study, narrative inquiry, and autoethnography; (2) the qualitative research process and design; (3) ways to ensure ethical and scholarly rigor for qualitative research; and (4) critical review appropriate for qualitative research. LEAD 740 is a prerequisite to this course.
Prerequisites: LEAD-740

LEAD 871 Quantitative Research Methodology 3
This course is offered as part of the research methods curriculum for the PhD in Organizational Leadership at Eastern University. The intellectual focus of this course is the presentation of statistical models for estimating causal effects of variables. The model of an effect is a conditional mean (though we might imagine other effects). The notion of causality is the effect of one variable on another holding all else constant. This research class provides students the opportunity to examine processes and experiences involved in designing, conducting, and reporting quantitative research studies relevant to selected problems in the social sciences. The course examines experimental, quasi-experimental, and non-experimental designs using quantitative methods. We examine assessments of reliability and validity, and use of descriptive and inferential data analysis. LEAD 740 is a prerequsite to this course.
Prerequisites: LEAD-740

LEAD 880 Advanced Qualitative Research 3
This advanced qualitative research seminar provides an opportunity for third-year doctoral students, who have elected qualitative research as their dissertation orientation, to conduct an extensive literature review on their research method, experience the qualitative research process leading to a publishable article, and develop a workable qualitative research design that can become a foundation for their dissertation proposal. For this reason, students are expected to learn independently, evaluate critically reading materials suitable for their dissertation topic, method and design; and explore actively various qualitative data collection and analysis techniques by engaging in practical experiences. Students who elect this course are expected to have a clear idea of their dissertation topic and have selected their research method. LEAD 740 and LEAD 870 are prerequisites to this course.
Corequisites: LEAD-920

LEAD 881 Advanced Quantitative Research 3
In this course, students apply methods for conducting research projects and analyzing information to answer research questions and test hypotheses. The course surveys advanced quantitative methods such as path analysis and structural equation modeling (SEM). The course involves the submission of a complete research proposal pilot study submission to the IRB, as well as collection and analysis of data. It includes executing and writing up the results of a research study. It also includes dialogues that cover key issues in measurement in quantitative research, statement of testable hypothesis, presentation of statistical analysis, and interpretation of research findings. Throughout the course process, students are called upon to improve scholarly writing techniques and explore skills needed to successfully design and execute a PhD dissertation. LEAD 740 and LEAD 871 are prerequisites for this course.
Prerequisites: LEAD-871; LEAD-740

LEAD 882 Advanced Research Team 1-3
This course is aimed at providing doctoral students with practical research experience in designing and/or conducting a full-scale qualitative, quantitative, or mixed-methods study, by working in a research team guided by a faculty member. The topic of research is determined by the faculty mentor, depending on his/her research agenda. Students are expected to conduct literature review; collect, analyze, and interpret data; and/or write a research report for publication or presentation. The focus of the course may vary depending on the research topic and agenda of a research team. Students of all academic stages are welcome to the course but must gain permission from the faulty mentor to participate. Space is limited in all research teams. Once accepted to the course, students are expected to participate in the research team for at least two semesters. Students may register for the course more than once as enrichment experience beyond their required PhD curriculum. LEAD 740 is a prerequisite to this course.

LEAD 900 Doctoral Learning Assessment 3
This course provides an opportunity for students to assess their doctoral learning comprehensively through a learning portfolio based on a set list of competencies. Students must complete the course successfully before being allowed to register for LEAD 910 Dissertation Proposal Seminar.

LEAD 910 Dissertation Proposal Seminar 3
This course is designed to scaffold students as they advance along the path to completing a doctoral dissertation by demystifying the dissertation process and by providing practical advice and support for students beginning the dissertation journey. The learning outcomes for this course will depend on how much progress each student has made prior to enrolling in the class and their personal timeline for completion. At a minimum, students will be expected to complete a dissertation timeline, finalize their dissertation committee composition, participate in a meeting with their dissertation chair, engage in a review of the literature around their topic, and complete a concept paper draft. Students who have already developed a concept paper and held a pre-proposal meeting prior the course, will also benefit from support, feedback, and encouragement needed to construct a dissertation proposal draft.

LEAD 920 Dissertation I 3
The doctoral dissertation in Organizational Leadership is designed to demonstrate the student's ability to conduct scholarly research. This project is accomplished through the collection and analysis of research data on a specific problem. The research must be on a problem worthy of study, using both primary and original data. The goal is to develop new sources of knowledge within an intellectual tradition. The dissertation should be original research that contributes to the field of knowledge, while simultaneously demonstrating the student's comprehension of existing scholarship on the subject. Graded Pass/Fail.
May take Pass/Fail

LEAD 921 Dissertation II 3
Prerequisites: LEAD-920
May take Pass/Fail

LEAD 922 Dissertation III 3
Prerequisites: LEAD-921
Course is Pass/Fail

LEAD 931 Dissertation Continuation 2
Students must enroll in this two-credit dissertation continuation course each semester to receive uninterrupted advising from their dissertation chair and members beyond LEAD920 and 921 until the semester when they defend their dissertation and are conferred. No credit accrues when continuing registrations is needed.LEAD 920 and 921 are prequisites to this course.
Prerequisites: LEAD-921
Course is Pass/Fail

Philosophy (PHIL)

PHIL 100 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.
Core Category: Western Tradition

PHIL 130 Special Topics 1-3

PHIL 211 Faith and Philosophy 3
A course on learning to reason about matters of faith. Topics include classic arguments for the existence and attributes of God, the rationality of faith, and the problem of evil.
Core Category: Theology

PHIL 215 Introduction to Medical Ethics 3
How do we practice medicine well? In one sense, to practice medicine well is to perform a variety of procedures, generally recognized by the medical community, in a successful way - a surgeon acts well when she can replace an organ with minimal damage to the rest of the body. In another sense, to practice medicine well is to order those procedures to the patient's health. This distinguishes a skilled surgeon from a good surgeon (which, of course, requires that one be skilled). Medical ethics is an investigation of what makes for good medical practice. Through it we question even the procedures that medical professionals often perform, and ask: How are these practices for the health of the patient? This question is especially difficult when, for example, there seems to be little health we can bring about for a patient (such as end of life care) or when scarce resources force us to act for some but not others' health (such as when triage is necessary). We will be examining various principles for dealing with difficult questions regarding, among others, informed consent, honesty, paternalism, policy-creation, as well as more theoretical issues surrounding beginning and end of life care (e.g. abortion and euthanasia). Through these discussions, we will learn to think well about ensuring that - whether we be future medical practitioners, policy creators, or informed citizens - we might act for the health of every patient.
Core Category: Social Justice

PHIL 220 Introduction to Logic 3
A course on the art of critical thinking and its application to arguments found in everyday life (e.g., in newspapers). Attention will be given to informal fallacies and to elementary formal logic (the sentential calculus).

PHIL 225 Christian Sexual Ethics 3
This introductory-level course is an effort to think together from a Christian perspective about issues such as the meaning of the body, the nature of marriage, and the virtue of chastity.
Core Category: Social Justice

PHIL 230 Special Topics 1-3

PHIL 240 Narrative Medicine 3
In this interdisciplinary Medical Humanities course, we explore matters of broad bioethical concern through literature, film, and art. The premise of the field of Narrative Medicine is that engagement with literature and the arts plays a critical role in helping professionals develop the skills required to become more perceptive and empathetic practitioners in clinical settings. Narrativity and metaphor are essential features of illness experience and interpersonal communication; visual attunement is likewise fundamental for diagnostic accuracy. Creative modes of engaging the world are required for expanding these capacities. We adopt the frame of Narrative Ethics as we examine a wide range of issues related to health and medical practice, including: doctor-patient relationships, living with chronic illness, terminal diagnoses, end-of-life ethics, eugenics, organ donation, implicit bias in pain assessment, racial discrimination in experimentation, and so on. Engaging a variety of narrative genres helps us recognize and reflect upon the ethical dimensions embedded in the way we relate to illness and disease in professional settings as well as in our daily lives and in our culture more broadly.
Core Category: Arts and Literature

PHIL 260W 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. This is a writing intensive course.
Core Category: Arts and Literature

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 Foundation 3
Readings from texts in the Western philosophical tradition from Descartes to Kant, with attention to how they have shaped modernity and its view of knowledge, morality and human nature.

PHIL 306 Continental Philosophy: Existentialism And Postmodernism 3
A survey of key thinkers in the realm of German and French philosophy from the 19th century through the present (e.g., Hegel, Kierkegaard, Nietzsche, Heidegger, Sartre, Derrida) with special attention to implications for Christian faith.

PHIL 311 Ethics and Justice 3
An investigation of ethics in the Western tradition, moving historically from ancient concerns with the good life and its virtues, through Christian appropriations of ancient ethics, to the emergence of modern systems such as Kantianism and utilitarianism.

PHIL 315 Bioethics 3
For better and worse, we humans are bodies, though we often forget it in our technologically advanced and increasingly virtual lives. This course investigates theories and problems that arise from being the kinds of animals that can reflect on our own illnesses and limitations-both to understand and seek to transcend them. We will consider and question the dominant ethical framework in bioethical philosophy, and reflect on and evaluate arguments pertaining to health, the human body, technology, and medicine. These include gene editing (including new technologies like CRISPR), abortion, end-of-life care, AI in healthcare, and conscientious objection.
Core Category: Social Justice

PHIL 321 Symbolic Logic 3
An introduction to formal techniques for assessing the validity of arguments, including truth tables, the sentential calculus, and quantification.

PHIL 330 Special Topics 1-3

PHIL 330A Contemporary Moral Psychology 3

PHIL 330D Soren Kierkegaard 3
This course is a survey of Kierkegaard's authorship, reading excerpts from almost all of his major works and one or two texts in their entirety. We will consider Kierkegaard as a religious thinker and virtue ethicist in an Augustinian tradition, rather than as an existentialist. Topics covered include the nature of the self, faith, sin, knowledge, virtue(s), love, rational agency, and modern philosophy.

PHIL 330E Special Topics: The Philosophy of AI in Literature and Film 1
This course explores philosophy of mind, Cartesian skepticism, dualism and consciousness as they relate to artificial intelligence through (largely) contemporary literature and film.

PHIL 330G Philosophy of Disability 1
How does our understanding of disability give us insight into our understanding of what it is to be human? What models of disability color our understanding of it, and what are the ethical implications of these models? These two questions will guide our readings and discussion in this course. We will approach them through texts in the philosophy of disability and in philosophical anthropology more generally.

PHIL 350 Epistemology and Metaphysics 3
A survey of key thinkers and problems in recent Anglo-American philosophy (e.g., Russell, Ayer, Wittgenstein, Ryle, Kuhn, Quine, Davidson, Rorty, Plantinga) with special attention to implications for Christian faith.

PHIL 400 Directed Study 1-3

PHIL 440 Truth and Meaning: Hermeneutics 3
An advanced seminar course on selected topics in philosophical hermeneutics(e.g., the nature of understanding, tradition and rationality) with special focus on how this affects Christian thought.

PHIL 450 The Christian Mind 3
An advanced seminar course on the task and promise of Christian philosophy. Attention is paid to both the theory and practice of the Christian intellectual life.

PHIL 498 Teaching Assistant 1-3

Physics (PHYS)

PHYS 105 Introduction to Physical Science 3
A study of the major areas of physical science, physics, astronomy, geology, meterology, some chemistry. The main emphasis is in physics and how it relates to other sciences. No Prerequisites. Three hours lecture. No laboratory.
Core Category: Natural Science

PHYS 121 Introduction to College Physics (Algebra-Based) 4
This course is the first semester of an algebra-based physics course intended for science majors. It is a lecture based course with a laboratory. The basic objectve is to develop an understanding of the fundamental aspects of kinematics, dynamics, work and the conservation of energy, collisions and the conservation of momentum, rotational motion, and fluids.
Core Category: Mathematics, Natural Science
Corequisites: PHYS 121L

PHYS 121L Introduction to College Physics (Algebra-Based) Lab 0
Corequisites: PHYS 121

PHYS 122 Introduction to College Physics (Algebra-Based) 4
This course is the second semester algebra-based physics course intended for science majors. It is a lecture-based course with a laboratory. The basic objective is to develop an understanding of the fundamental aspects of oscillations, waves, sound, optics, electricity and magnetism.
Prerequisites: PHYS 121
Corequisites: PHYS 122L

PHYS 122L Introduction to College Physics (Algebra-Based) Lab 0
Corequisites: PHYS 122

PHYS 130 Special Topics 1-3

PHYS 130A1 SpTop: Supplemental Physics - MCAT Prep 2
This course supplements the traditional introductory calculus-based physics course intended for science and mathematics majors and is designed to help the pre-med student prepare for the MCAT standardized test. A combination of problem solving and the select use of MCAT prep tools will be used to accomplish this goal. In order to prepare the student for the MCAT some time will be focused on reviewing material from PHYS 151 and PHYS 152. Additional topics include thermodynamics and some modern physics.
Prerequisites: PHYS 151 and PHYS 152

PHYS 130A2 Sp Top: Supplemental Physics - Physics For Scientists, Engineers, and Mathematicians 2
This course supplements the traditional introductory calculus-based physics course intended for science and mathematics majors. It is designed to help the engineering student prepare for their more advanced classes and any science student who plans to pursue graduate school and a career in science, engineering or applied mathematics as they will be applying the laws of physics to their discipline as they progress in their studies. Additional topics include thermodynamics and some modern physics and any topics not covered in PHYS 151/152.
Prerequisites: PHYS 151 and PHYS 152

PHYS 151 Introduction to University Physics (Calculus-Based) 4
This course is the first semester of a calculus-based physics course intended for science, mathematics, and engineering majors. It is a leacture based course with a laboratory. The basic objective is to develop an understanding of the fundamental aspects of kinematics, dynamics, work conservation of energy, collisions, momentum, angular momentum, rotational motion, fluids, and gravity.
Core Category: Natural Science, Mathematics
Corequisites: PHYS 151L

PHYS 151L Introduction to University Physics (Calculus-Based) Lab 0
Corequisites: PHYS 151

PHYS 152 Introduction to University Physics (Calculus-Based) 4
This course is the second semester of a calculus-based physics course intended for science, mathematics, and engineering majors. The basic objective is to develop an understanding of the fundamental aspects of oscillations and wave motion; sound; geometrical optics; electricity; and magnetism.
Prerequisites: PHYS 151
Corequisites: PHYS 152L

PHYS 152L Introduction to University Physics (Calculus-Based) Lab 0
Corequisites: PHYS 152

PHYS 230 Special Topics 1-3

PHYS 330 Special Topics 1-3

PHYS 400 Directed Study 1-4

Political Science (POLI)

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.
Core Category: Human Behavior

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.
Core Category: Human Behavior

POLI 130 Special Topics 1-3

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.
Core Category: Human Behavior

POLI 205 Model United Nations 3
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.
Core Category: Human Behavior

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.
Core Category: Western Tradition, Human Behavior

POLI 230 Special Topics 1-3

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, environmental, social welfare, health, and civil rights. Students will also examine public policy from the Christian perspective with an emphasis on social and restorative justice.
Core Category: Human Behavior

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.
Core Category: Human Behavior, Social Justice

POLI 270 Justice in a Pluralistic Society 3
This 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.
Core Category: Social Justice

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 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.
Core Category: Mathematics

POLI 319 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.
Core Category: Cultural Perspectives

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.
Core Category: Cultural Perspectives

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.
Core Category: Cultural Perspectives

POLI 330 Special Topics 1-3

POLI 330O Law and Justice in Orthodox Civilization and Culture 3
This course undertakes a study of how Orthodox Christianity, through its approach to the law, effected essential changes in society throughout the world and throughout history, focusing on the development, and differences, of Christian law in the Eastern (Byzantine) and Western (Roman) Empires in antiquity, and a discussion of the effect of those differences on modern legal systems. The focal point of the course is intended to be the critical distinction between the Byzantine view of the "symphony" between Church and State, as visually apparent in the double headed eagle symbol, and the Western experience leading up to and certainly after the Great Schism in the original notion of the assumed primacy of the church eventually lead to the prevailing view of "separation of church and state" of the Enlightenment that continues and gains more traction year by year.

POLI 330Q Wealth and Power: Theories of Political Economy 3
This course will examine the historical, philosophical, and political relationship between power and wealth. We will study major thinkers and texts of political economy and seek to understand how capitalism, socialism, and other economic systems inform and are informed by politics and political structures. We will also situate theories of political economy within a Christian context, discussing and debating different understandings of the relationship between Christianity and political economy.

POLI 330R Wealth and Power: Models of Political Economy 3
This course will examine the historical, economic, and political relationship between power and wealth by studying models of traditional and contemporary capitalism, socialism, and other political-economic systems. Priority is given to political-economies not typically explored in contemporary media reports. We will assess these political economies from Christian perspectives, discussing and debating different understandings of the relationship between Christianity and wealth and power.

POLI 330S Contemporary Political Theory 3
This course is an introduction to contemporary political theory. It is designed to familiarize students with the genealogy of ideas in political and social life in western societies from late modernity up through today. We will read primary texts of thinkers who have shaped, and continue to shape, the political and social frameworks and narratives that give meaning to contemporary social and political life today. We will consider how these ideas and their significance should inform what it means to be good citizens and good Christians, with an emphasis on questions of justice.

POLI 330T Politics and Film 3
This course will examine the relationship between politics and film. We will consider how film speaks to politics and to our concepts of political life. We will explore themes such as society & societal dissolution; capitalism; the American dream; racism, imperialism & resistance; identity & liberation; and reality & possibility. What can these films tell us about human nature, society, freedom, and politics?

POLI 330U SpTop: Nationalism, Populism, and Politics 3
In our increasingly interconnected society, it is argued that we are all "global citizens." Paradoxically, this recognition of our interconnectedness has brought increased attention to the elements of our identities that make us different, leading to an increase in populist, nationalist, and ethnically-centered sentiments around the world. This course examines the concepts of nationalism, populism, and ethnicity as political, cultural, and social movements in the United States and across the globe. Using theoretical texts, case studies, and a variety of media, students will learn the historical foundations and modern illustrations of these concepts.

POLI 330V Contemporary European Politics 3
This course is designed to enhance students' understanding of contemporary politics of Europe, from a comparative perspective. This is not a course on the European Union solely, rather the course will focus on the major social, political, and economic dynamics shaping contemporary European politics. Topics discussed in the course will include: European integration, immigration, populism and politics, foreign policy, secularism and religiosity, and the future of the European continent.

POLI 330W Politics of Identity 3
This course concentrates on one question in particular: how do the concepts of culture, identity, politics, and power interact in shaping who we are? We take up this question by assessing theories (and/or models) that best capture the relationship between personal and public conceptions of familiar modern identities such as race, sex, religion, sexual orientation, ethnicity, gender expression, age, and disability. How might we best portray the intersections that exist between and among such identities? Our ideas about "the political" will also come under scrutiny as we study formal political venues such as political representation, social movements, law, and public policymaking in different political contexts both domestically and from across the globe.

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 will examine the process of foreign policy making in the United States. Such an examination will include analysis of the roles of major institutions such as the President, the Congress, the National Security Council, State and Defense Departments, the intelligence community, the media, interest groups and the public. The course also examines the substance of American foreign policy since World War II, looking in particular at the Vietnam and Iraq wars.

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, Hagel, Marx, Kierkegaard, and Nietzsche.

POLI 400 Directed Study 1-3

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 2-12
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.

POLI 498 Teaching Assistant 1-3

POLI 499 Research Assistantship 1-3

Practice of Ministry (PRMN)

PRMN 510 Foundations of Pastoral Care and Counseling 3
This course introduces students to the theology and practice of pastoral care and counseling, both in their theoretical and practical dimensions. Some of the questions it will address are: ? What is pastoral care? How do we counsel people at times of need? ? When is it appropriate to counsel, and when is it better to refer people to those who are professionally trained? ? What practical skills do I need to have, in order to minister to people who are struggling with a crisis in their life, who are grieving the loss of a loved one, who are considering getting married or divorced, who live in a violent household, etc.? ? How can I take care of myself while I engage pastoral situations, which are often draining and overwhelming? ? How do I hold on to my faith and hope, as I encounter human realities, which seem un-redeemable and hopeless? ? How do I develop a plan of care, which helps me respond and anticipate the needs of my congregations? Students will learn the theological and historical foundations of pastoral care and counseling, in the context of congregations and communities of faith. They will practice together skills necessary to offer basic care and counseling, such as listening, presence, crisis intervention and assessment, boundary setting, pastoral assessment, brief counseling, appropriate referrals, etc. They will develop models of self-care, so that abuse of self and other can be prevented. They will engage in ongoing critical reflection about the variety of pastoral practices available so that the complexity and diversity of human realities and experiences can be adequately assessed, engaged and respected.
Prerequisites: SFRM-505 minimum grade C-

PRMN 510A Foundations of Pastoral Care and Counseling: Part 1 1.5
This course introduces students to the theology and practice of pastoral care and counseling, both in their theoretical and practical dimensions. Some of the questions it will address are: What is pastoral care? How do we counsel people at times of need? When is it appropriate to counsel, and when is it better to refer people to those who are professionally trained? What practical skills do I need to have, in order to minister to people who are struggling with a crisis in their life, who are grieving the loss of a loved one, who are considering getting married or divorced, who live in a violent household, etc.? How can I take care of myself while I engage pastoral situations, which are often draining and overwhelming? How do I hold on to my faith and hope, as I encounter human realities, which seem un-redeemable and hopeless? How do I develop a plan of care, which helps me respond and anticipate the needs of my congregations? Students will learn the theological and historical foundations of pastoral care and counseling, in the context of congregations and communities of faith. They will practice together skills necessary to offer basic care and counseling, such as listening, presence, crisis intervention and assessment, boundary setting, pastoral assessment, brief counseling, appropriate referrals, etc. They will develop models of self-care, so that abuse of self and other can be prevented. They will engage in ongoing critical reflection about the variety of pastoral practices available so that the complexity and diversity of human realities and experiences can be adequately assessed, engaged and respected.

PRMN 510B Foundations of Pastoral Care and Counseling: Part 1 1.5
This course introduces students to the theology and practice of pastoral care and counseling, both in their theoretical and practical dimensions. Some of the questions it will address are: What is pastoral care? How do we counsel people at times of need? When is it appropriate to counsel, and when is it better to refer people to those who are professionally trained? What practical skills do I need to have, in order to minister to people who are struggling with a crisis in their life, who are grieving the loss of a loved one, who are considering getting married or divorced, who live in a violent household, etc.? How can I take care of myself while I engage pastoral situations, which are often draining and overwhelming? How do I hold on to my faith and hope, as I encounter human realities, which seem un-redeemable and hopeless? How do I develop a plan of care, which helps me respond and anticipate the needs of my congregations? Students will learn the theological and historical foundations of pastoral care and counseling, in the context of congregations and communities of faith. They will practice together skills necessary to offer basic care and counseling, such as listening, presence, crisis intervention and assessment, boundary setting, pastoral assessment, brief counseling, appropriate referrals, etc. They will develop models of self-care, so that abuse of self and other can be prevented. They will engage in ongoing critical reflection about the variety of pastoral practices available so that the complexity and diversity of human realities and experiences can be adequately assessed, engaged and respected.
Prerequisites: PRMN-510A (Foundations of Pastoral Care and Counseling, Part1)

PRMN 520 Introduction to Homiletics 3
The foundational course in homiletics. Homiletics is the study of the history, theory (including homiletic theology), and practice of preaching. As such, the course builds on fundamentals of biblical interpretation, classical rhetoric, skills in understanding needs and behaviors of individuals and groups, and the best in modern communication studies. With an awareness that at least some preaching is required of most persons in practically every ministry (pastoral ministry naturally, hospital and military chaplaincies, national and international missions, campus ministries, and more) the course seeks to give students, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. Students will construct sermon outlines and preach at least one in-class sermon. Reading and/or viewing the sermons of noted preachers past and present is often a part of the course.

PRMN 520A Introduction to Homiletics: Pt 1 1.5
The foundational course in homiletics. Homiletics is the study of the history, theory (including homiletic theology), and practice of preaching. As such, the course builds on fundamentals of biblical interpretation, classical rhetoric, skills in understanding needs and behaviors of individuals and groups, and the best in modern communication studies. With an awareness that at least some preaching is required of most persons in practically every ministry (pastoral ministry naturally, hospital and military chaplaincies, national and international missions, campus ministries, and more) the course seeks to give students, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. Students will construct sermon outlines and preach at least one in-class sermon. Reading and/or viewing the sermons of noted preachers past and present is often a part of the course.

PRMN 520B Introduction to Homiletics: Pt 2 1.5
The foundational course in homiletics. Homiletics is the study of the history, theory (including homiletic theology), and practice of preaching. As such, the course builds on fundamentals of biblical interpretation, classical rhetoric, skills in understanding needs and behaviors of individuals and groups, and the best in modern communication studies. With an awareness that at least some preaching is required of most persons in practically every ministry (pastoral ministry naturally, hospital and military chaplaincies, national and international missions, campus ministries, and more) the course seeks to give students, meeting them wherever they may be in terms of preaching experience, opportunities to establish or enhance their developing expertise with preparing as well as delivering sermons. Students will construct sermon outlines and preach at least one in-class sermon. Reading and/or viewing the sermons of noted preachers past and present is often a part of the course.

PRMN 521 Preaching Practicum 3
This course builds on "Introduction to Homiletics." The primary goal of the course is to give students as many opportunities to preach as many different types of sermons (such as communion sermons, funeral sermons, lectionary-based sermons, social crisis sermons, wedding sermons, etc.) as class size and time permit. Students have opportunities to develop more fully their skills both in preparation and delivery of sermons. Attention may be given in this course to the timing of sermons, advanced public speaking skills, and/or multiple traditional and contemporary approaches to sermon design (inductive preaching and sermon "moves," for example). As sermons are preached in class, faculty members and student peers join in supportive, constructive critique; a spirit of mutual encouragement for each member of the class is a major course goal.
Prerequisites: PRMN-520 minimum grade C

PRMN 528 Engaging Grief and Loss: Resources for Pastors, Congreg, Lay Pastoral Care Giver 3
This course provides pastoral care education on traumatic and natural losses and on the grieving processes associated with them. Course participants will be introduced to spiritual, theological, cultural, and scientific resources to better understand the complex effects of short and long term grief and grieving and the healing potential of appropriate pastoral care and counseling. Besides receiving theoretical material, course participants will be able to acquire tools and skills for spiritual guidance and pastoral care, to share with their congregations, their families, and the larger community in need (such as those communities which have been hit by natural disasters).
Prerequisites: SFRM-505 PRMN-510 minimum grade C

PRMN 529 Pastoral Counseling Through the Stages Of Life 3
Pastors and pastoral counselors are often called upon to minister to people in their congregation and community over a broad spectrum of ages and issues. This course will examine individual and family development stages and identify selected pastoral counseling issues that coincide with these stages. While some of these counseling issues are by nature crisis-oriented, students will also learn to respond to normal "everyday" situations experienced in congregational and family life. The course will draw from developmental psychology, systems theory, and pastoral counseling principles to equip students for effective ministry within a biblical and theological context.

PRMN 530 Special Topics 1-3

PRMN 530B The African American Preaching Tradition 3
This course will be built upon these units: the slave preachers, the trailblazing preaching of African American women, the relatively recent study of the "phonograph preachers," and African American preachers in the modern era to include among others Katie Geneva Cannon, Suzan Johnson Cook, Creflo Dollar, Wilda Gafney, Peter Gomes, Prathia Hall, Barbara Harris, Reverend Ike, Martin Luther King Jr, Eddie Long, Ella and Henry Mitchell, Pauli Murray, Carlton Pearson, Samuel DeWitt Proctor, Gardner Taylor, Renita Weems.

PRMN 530D Teaching the Faith 3
This course is designed to help students move beyond their personal formation as followers of Christ, to developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, it will include exploration of the history of Christian education in the United States, and an envisioning of Christian education for the 21st century.
Prerequisites: Take THLE-520 or THLE-521

PRMN 540 Organizational Management and Leadership 3
This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment, and transformation.

PRMN 540A Organizational Management and Leadership: Pt 1 1.5
This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment, and transformation.

PRMN 540B Organizational Management and Leadership: Pt 2 1.5
This course is designed to provide an exploration of various dynamics of pastoral leadership such as, but not limited to: leadership theories and models, pastoral identity, ministry paradigms, laity empowerment, and transformation.
Prerequisites: PRMN-540A (Organizational Management and Leadership)

PRMN 570A Kerygma: Communicating the Gospel-Part1 3
The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

PRMN 570B Kerygma: Communicating the Gospel-Part 2 3
The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: PRMN-570A

PRMN 570C Kerygma: Communicating the Gospel-Part3 3
The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.

PRMN 571A Leitourgia: Leading People-Part 1 3
This module will assist the learner to appreciate the cultural contexts of Christian worship within local churches and other ministry settings. It will explore biblical principles and historical traditions of worship, as well as current cultural forms and perspectives. Learners will develop their own theologies of worship, and gain skill in developing worship for their own cultural contexts. Learners reflect theologically on the essential elements of Christian worship and on their capacity to shape faith communities and engage culture. The module will include a strong practical component, offering principles, methods, and skills for both the design and leadership of worship. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

PRMN 571B Leitourgia: Leading People-Part 2 3
This module will assist the learner to appreciate the cultural contexts of Christian worship within local churches and other ministry settings. It will explore biblical principles and historical traditions of worship, as well as current cultural forms and perspectives. Learners will develop their own theologies of worship, and gain skill in developing worship for their own cultural contexts. Learners reflect theologically on the essential elements of Christian worship and on their capacity to shape faith communities and engage culture. The module will include a strong practical component, offering principles, methods, and skills for both the design and leadership of worship. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: PRMN-571A

PRMN 571C Leitourgia: Leading People-Part 3 3
This module will assist the learner to appreciate the cultural contexts of Christian worship within local churches and other ministry settings. It will explore biblical principles and historical traditions of worship, as well as current cultural forms and perspectives. Learners will develop their own theologies of worship, and gain skill in developing worship for their own cultural contexts. Learners reflect theologically on the essential elements of Christian worship and on their capacity to shape faith communities and engage culture. The module will include a strong practical component, offering principles, methods, and skills for both the design and leadership of worship. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.
Prerequisites: Prerequisites: PRMN-571A and PRMN-571B

PRMN 580A Kerygma: Communicating the Gospel-Part1 2
The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

PRMN 580B Kerygma: Communicating the Gospel-Part 2 2
The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.
Prerequisites: PRMN-580A (Kerygma: Communicating the Gospel)

PRMN 580C Kerygma: Communicating the Gospel-Part3 2
The primary purpose of this module is to guide the learner toward the development of a biblical foundation for the study, research, and practice of proclamation. Learners will be introduced to different theories and modes of communication and exposed to the challenges identified by communication scholars and faced by those working in the field of communication. The emphasis of this module will be on understanding the role and function of communication in and from the life church and other ministry settings. Special attention will be given to the primary message of the Church and the options by which it can be contextualized in various cultures. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.

PRMN 581A Leitourgia: Leading People-Part 1 2
This module will assist the learner to appreciate the cultural contexts of Christian worship within local churches and other ministry settings. It will explore biblical principles and historical traditions of worship, as well as current cultural forms and perspectives. Learners will develop their own theologies of worship, and gain skill in developing worship for their own cultural contexts. Learners reflect theologically on the essential elements of Christian worship and on their capacity to shape faith communities and engage culture. The module will include a strong practical component, offering principles, methods, and skills for both the design and leadership of worship.

PRMN 581B Leitourgia: Leading People-Part 2 2
This module will assist the learner to appreciate
Prerequisites: PRMN-581A (Leitourgia: Leading People in thePresence of God)

PRMN 581C Leitourgia: Leading People-Part 3 2
This module will assist the learner to appreciate the cultural contexts of Christian worship within local churches and other ministry settings. It will explore biblical principles and historical traditions of worship, as well as current cultural forms and perspectives. Learners will develop their own theologies of worship, and gain skill in developing worship for their own cultural contexts. Learners reflect theologically on the essential elements of Christian worship and on their capacity to shape faith communities and engage culture. The module will include a strong practical component, offering principles, methods, and skills for both the design and leadership of worship. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.
Prerequisites: PRMN-581B (Leitourgia: Leading People in the Presence ofGod)

PRMN 583A Integrative Ministry Project: Pt 1 1.5
In this course students will implement and reflect on their theological conclusion which they developed in INTG 581.
Prerequisites: INTG-581B (Integrative Ministry Paper)

PRMN 583B Integrative Ministry Project: Pt 2 1.5
In this course students will implement and reflect on their theological conclusion which they developed in INTG 581.
Prerequisites: PRMN-583A (Integrative Ministry Project)

PRMN 586A Teaching the Faith: Pt 1 1.5
This course is designed to help students move beyond their personal formation as followers of Christ, to developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, it will include exploration of the history of Christian education in the United States, and an envisioning of Christian education for the 21st century.

PRMN 586B Teaching the Faith: Pt 2 1.5
This course is designed to help students move beyond their personal formation as followers of Christ, to developing a comprehensive approach to the formation and education of the individuals and community within their context. It seeks to equip students with educational tools useful for the teaching ministry of the church. While practical in nature, it will include exploration of the history of Christian education in the United States, and an envisioning of Christian education for the 21st century.
Prerequisites: PRMN-586A (Teaching the Faith)

PRMN 611 Coaching Skills for Today's Leaders 1.5-3
This course will equip students with basic coaching skills that can be integrated and incorporated into their ministry setting. Coach training can dramatically enhance the ministry leader's effectiveness as a leader and greatly increase the impact within their faith community and the larger local community.
Course may be offered for audit

PRMN 612 Personal Growth and Transformation Through Movies 3
Introduces movies and clips from movies as a ministry tool for growth and transformation in oneself and others. Teaching and learning strategies include viewing and reflecting on selected movies, readings in transformation and group facilitation, individual and small group work, and brief classroom presentations. Each student will identify his or her primary leadership style and how it encourages transformative growth in others. The class will also investigate a variety of styles linked with transformational growth including a Midwife Leadership Style. Includes individual and small group work during and after the intensive.
Course may be offered for audit

PRMN 615 Nuts&bolts of Practical Ministry 3
This course introduces students to the practical skills and pastoral dynamics of ministry. We will take a nuts and bolts approach to issues and tasks pastors face every day. Some of the topics we will cover are: developing and living within the church budget, administration of the church office, relating to staff members, developing and implementing new programs, training leaders, changing and or adding new worship services, and a strategy for the first year in a new pastorate.
Course may be offered for audit

PRMN 619 Missional Preaching 3
"Biblical preaching remains one of the primary ways in which leaders influence God's people and shape the church." Assuming this statement to be true, this course provides ways to understand the Scriptures with missional eyes and to craft sermons accordingly.
Prerequisites: Take PRMN-520 minimum grade C

PRMN 629 Biblical Storytelling 3
"Biblical Storytelling is a spiritual discipline that entails the lively interpretation, expression and animation of a narrative text of the Old and New Testament that has been first deeply internalized and is then remembered, embodied, breathe and voiced by a teller/performer as a sacred event in community with an audience/congregation." (Master Storyteller, Dennis Dewey). The story once embodied and shared beyond the four walls of sanctuary enables us to share the gospel. It becomes in essence a "storied spirituality" in which the teller and listener become engaged in a "language event" which acts as an experiential vehicle of God's Kingdom. (Ian Scott)
Prerequisites: BIBL-513 recommended.; BIBL-501 OR BIBL-503 minimum grade C

PRMN 632 Preaching As Communication 3
Pastors, Christian educators, denominational workers, worship leaders, missionaries, and all church leaders engage in communication every day. This course is designed to help church leaders communicate clearly in every possible setting. Persuasion is the real authority of a leader and learning the art of persuasion is an essential skill for church leaders. The course will include practical aspects of communication such as directing small groups, making budget presentations, articulating a vision for a church executive council, teaching Sunday School, and preaching. Persuasion, argument, communication, and all the tools of rhetoric will be employed to aid the student in learning how to clearly give direction, vision, encouragement, and power to the church. This course will satisfy the requirement for a preaching practicum and provide skills for students who will work in the church in other positions than pastor.

PRMN 633 Christian Education in the 21st Century 3
This course will focus on how we do Christian Education in the local church in the 21st Century. How do we incorporate everything from classical spiritual disciplines to multimedia in educational ministry for children, youth and adults. Practice of Ministry elective.

PRMN 635D SpTop: Jesus, "Just-Us" (Justice), and Joy 3
Creative, compassionate, social engagement is essential to every healthy democratic society. Yet, persecution, injustice and abuse still run rampant - threatening the fabric of civilization. This course is an invitation to explore how and why Christian communities work to transform the social order in the twentieth century. One could say that the chief signifying "event" of Christianity has the transcendent and infinite God of the Hebrew Bible, whose name cannot even be spoken-YHWH-taking on the flesh of a first-century man named "Jesus," who spends most of his life healing the sick, feeding the hungry, and living in solidarity with laborers, tax collectors, and prostitutes. He routinely reminded his followers that they were to called to be stewards of the Kingdom enacting the idea that entry into that Kingdom is very much tied to what one does in this world for the least, which is to say the most "worldly," among us. Students will be invited to examine the fusion between personal compassion and compassion expressed by groups and communities. We will explore questions such as: What is the connection between faith and compassion? How do congregations, communities of faith, social structures, etc. work to create compassion? conflict? How can a society or group be said to have a soul? Moreover, in this course, students will encounter works that invite self-examination around their positions within these systems, and this examination will help us to work towards developing empathy and understanding for others. Students will also think about the question, "What can we do?" This question will help you to think about your own position and how we can take the material that we've explored to create a more just and equitable society for all. Finally, we will probe how Christian activist cultures relate to a host of social issues including, but not limited to: congregational decline, suicide, prison reform, the environment, unemployment, race, gender and nationalism, Black Lives Matter, police brutality and healthcare.

PRMN 635E SpTop: Online Tools for Ministry Joy 3
In this rapidly changing world, people have integrated technology in significant ways into their everyday lives. This seminar course equips one to develop strategies for?utilizing modern technology and digital media to assist with evangelism, discipleship, and the growth and development of communities of faith.?(Digital media includes any form of technology that can be distributed via an electronic device). Students will explore the benefits of using technology to enhance ministry and make disciples, become familiar with a variety of relevant online tools, and will be led in a discernment process to determine which tools would be most useful in their own context.?This course is designed to provide a strong orientation for integrating faith and technology, providing practical exercises and skills training. Additionally, we will present strategies for mobilizing volunteers to assist with developing a team-based model for modern ministry.

PRMN 636 Preaching From the Book of Revelation 3
A study of the much-maligned book of Revelation as a foundation for stirring pastoral and prophetic preaching in our time. Setting the book squarely in its historical setting and embracing it as the apocalyptic literature it is, we will study as much of the intriguing, powerfully hopeful book as time allows, establishing foundations for preaching our own timely sermons on the basis of John's visions. We will give a measure of attention to some of the great sermons in preaching history that were based on texts from Revelation. Several of the diverse contemporary interpretations of Revelation will be explored.

PRMN 638 Birthing & Growing Small Groups: Nurturing and Connecting Ministry Across Generations 3
Ministry is full of small groups but they are not the same. We need a variety of strategies and a variety of leadership styles to effectively nurture groups. We will explore questions like: What theoretical knowledge and strategies inform our decisions in leading groups? What strategies and behaviors can be learned (or unlearned) to increase my "toolbox" for effectively leading a group? In what ways does the type of group or the purpose of the group inform my strategy? Does it make a difference if the group is volunteers or staff? What are effective strategies with different generations as well as effective strategies that bridge generations? These are some of the questions that will be explored in this course.

PRMN 642H Counseling Skills for Ministry Delivery) 3
Becoming a more effective counselor in a ministerial context requires the development of specific counseling skills such as listening actively and reflectively, reframing, paraphrasing, etc. It also requires learning about specific models that provide a framework of reference to the counseling process. This intensive course will focus on the development and practice of counseling skills for ministry. Throughout this course students will not only learn about the theoretical aspects that support the development of specific counseling skills but will have the opportunity to practice them to gain more confidence in their counseling ministries.

PRMN 643 Dealing With Anger in Self & Ministry 3
All of us deal with anger individually, in our relationships, and in ministry situations. While some Christians respond well to these challenges others experience confusion and anxiety, and respond in ineffective ways. This course, designed for those training to become pastors or counselors, will examine biblical principles regarding anger and develop a theological framework to understand God's response, and our own behavior regarding anger. We will explore our personal experiences and responses to anger from a family systems approach and identify where and how we can grow as individuals. We will also explore how anger can manifest in other Christians and congregations, and how we can facilitate others to turn these into learning experiences.

PRMN 644 Trauma-Free Zone: Psycho-Spir Resources 3
What constitutes trauma? What is the impact of trauma on the bodies, minds, souls, and relational lives of individuals and communities? Given the pervasive nature of violence in the contemporary world, can we imagine ever standing in a Trauma-Free Zone? Beyond clinical and therapeutic resources, what spiritual resources are there for us to engage a traumatized world, and restore it to its intended beauty and wholeness? In this course we will seek to understand the severe disruption that traumatic experience can cause in the lives of individuals, communities, and countries. We will accomplish this task by studying trauma theory and by practicing basic assessment skills. Also, we will explore some of the rich resources available in our Christian tradition, and seek to learn from mystical and relational theologies how to move from brokenness to wholeness, from the "Good Friday" of traumatic disruption, to the "Resurrection Sunday" of re-integration and post-traumatic recovery. The course is designed for students, lay and clergy pastors who are interested in making a difference in their personal and family life, in their congregations, in their communities, and in the aftercare needs of survivors of human trafficking.

PRMN 645 Counseling Individuals and Families With Addictions 3
Addictive behaviors are very prevalent in our culture and in our churches. We are becoming more aware of, and openly acknowledging, the many forms that addictive behaviors can take and the extreme damage it brings to individuals and those around them. Christians are not immune from these behaviors, and pastors are called on more than ever to respond with compassion and effective counsel to those struggling with addictions and those affected by the addictions of others. In this course we will identify common behaviors and root causes of addictive behaviors, including alcohol, substance abuse, gambling, and sexual addictions. The course will include presentations, guest speakers, videos, field trips, and experiential learning. The issue of addictions and recovery will be examined through both theological and systemic lens, with the goal of equipping pastors and counselors to provide effective counsel and discernment about appropriate referral.
Prerequisites: Take PRMN-510 or SFRM-506; Minimum grade of C-

PRMN 646 Healing From Trauma: Psychological and Spiritual Resources 3
What constitutes trauma? What is the impact of trauma on our bodies, minds, souls, and communities? Given the pervasive and systemic nature of violence in our world, could we ever imagine living free of trauma? This course will explore trauma theory and its effects in the lives of people and communities as it relates to a myriad of issues (i.e. war, migration, poverty, gun and family violence, etc.). Throughout the course and the practice of basic skills, participants will identify spiritual, psychological and emotional resources that help us to break away from the endless cycle of violence, and to reclaim our presence in the world in ways that promote God's peace rooted in justice. The course will include and exploration of resources that are available in our Christian tradition and invite us to overcome evil with good (Rom. 12:21) for ourselves and our communities.

PRMN 647 Managing Conflict Within Congregations 3
Conflict has been present among God's people from the beginning, and the Bible describes numerous situations dealing with conflict that reoccur often within our contemporary church experiences. Conflict can be destructive-and conflict can lead to exciting change! This course will equip students to better understand the nature of conflict, understand different conflict management styles (including their own preferred styles), and how to respond effectively when conflict is present in their church. This course will also explore how our personal and professional responses to conflict are tied to our past and present relationships, and gain healthy ways to deal with our own anger.
Prerequisites: PRMN-510 minimum grade C-

PRMN 650 Independent Study in Pastoral Ministry 3
This course offers opportunity for individual involvement in a significant research project or readings in a specialized area of ministry.

PRMN 651 Independent Study in Christian Education 3
Student will design learning contract with professor utilizing readings, research papers and conferences to gain insights on Christian education theory and practice.

Psychology (PSYC)

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.
Core Category: Human Behavior

PSYC 130 Special Topics 1-3

PSYC 201 Industrial/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).
Core Category: Human Behavior
Prerequisites: PSYC 100; Minimum grade C,TR,CR

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).
Prerequisites: PSYC-100; Minimum grade of C, TR, or CR

PSYC 206 Adolescent Psychology 3
Human development from late childhood to the early twenties. Course covers adolescent development across multiple domains, including physical, cognitive, and social development. The course also focuses on contexts that shape adolescents' development, as well as challenges and positive developmental experiences during this period.
Prerequisites: PSYC-100; Minimum grade C, TR, or CR.

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).
Prerequisites: PSYC-100; Minimum grade C, TR, or CR.

PSYC 220 Statistics for the Social and Behavioral Sciences 3
This course covers the meaning, purposes, and processes of statistical methods; graphic representation; measures of central tendency and variability; normal distribution; hypothesis testing and inference; z-scores; t-tests; analysis of variance; correlation; simple linear regression; confidence intervals and effect sizes. This course stresses practical application within social sciences and related fields, including the use of statistical software.
Core Category: Mathematics
Prerequisites: PSYC-100; Minimum grade C, CR, or TR.

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. Prerequisite: PSYC 100, C or higher.

PSYC 230 Special Topics 1-3

PSYC 240 Basic Counseling Skills 3
This course will introduce students to basic counseling skills for use in multiple professions such as education, exercise/sports, ministry, social work, and human relationships in general. The course is experiential, with a focus on active listening and empathy. Skill development will be enhanced through demonstrations and role-plays. Open to all students except Psychology majors. May not be taken if credit has been earned for PSYC 320. Prerequisite: PSYC 100, C or higher.
May take Pass/Fail

PSYC 245 Professional Development and Ethics in Psychology 3
This course focuses on career planning and professional development for psychology majors. Topics will include an overview of the undergraduate major in psychology, career exploration and options in psychology and related fields, preparation for employment and/or graduate school, and consideration of major ethical issues in the field.
Prerequisites: PSYC-100; Minimum grade C,TR,CR

PSYC 260 Legal Psychology 3
This course will include introduction to relevant research, theory, and practice of Forensic and Legal Psychology. Students will learn the distinctions between forensic, a clinical psychology discipline, and legal, a cognitive/social psychology discipline. This interdisciplinary course will cover an array of social justice topics and skills from police interviewing and interrogation procedure, to competency and insanity evaluations, to judicial decision-making, to forensic bias and much more.
Prerequisites: Take PSYC-100; Minimum grade C, TR, CR

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: PSYC-100; Minimum grade C, TR, CR

PSYC 301 Psychopathology 3
Etiology, dynamics, symptoms and treatment of the more common types of psychological disorders, both functional and organic.
Prerequisites: PSYC-100; Minimum grade C, TR, CR; PSYC-205, PSYC-206 or PSYC-207; Minimum grade C, TR, CR

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.
Prerequisites: PSYC-100; Minimum grade C, CR , TR

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.
Prerequisites: PSYC-100; Minimum grade C, CR, TR

PSYC 315 Applied Behavior Analysis 3
An examination of the methodological, empirical and conceptual issues involved in the extension of behavior-analytic principles to applied settings. Topics include a review of basic principles in behavior analysis, issues of behavioral measurement, functional analysis of behavior, design and implementation of contingency management programs, and evaluation of behavior programs.
Prerequisites: PSYC-100; Minimum grade C, TR, CR

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.
Prerequisites: PSYC-100; Minimum grade C, TR, CR

PSYC 319 Psychology of the Family 3
A study of selected theories and practical approaches to family therapies and resolving issues affecting family systems. Prerequisite: PSYC 100, C or higher.

PSYC 320 Techniques of Individual Counseling 3
The course will introduce students to the counseling process, the extensive practice of problem assessment, and counseling skills. The course is experiential, with a focus on counseling techniques, and less emphasis on theory. Prerequisite of PSYC 100, minimum grade of C.

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. Course examines various topics (such as health, communication, personality, gender and identity) from a cross-cultural perspective.
Core Category: Cultural Perspectives
Prerequisites: PSYC-100; Minimum grade C, CR, or TR

PSYC 325 The Psychology of Grief & Resilience 3
This course explores the psychological, cultural, and spiritual dimensions of grief and the human capacity for resilience in the face of loss. Students will examine foundational theories of loss, coping strategies, and the role of faith and meaning-making in the grieving process. Through discussion, reflection, analysis of real-world case studies, and experiential learning, students will gain a deeper understanding of how people across different ages and cultures process grief and reframe their lives with strength and hope. This course provides students the opportunity to practice and employ counseling techniques and assessment strategies.
Prerequisites: PSYC 100; PSYC 205 or PSYC 207 or a related development course fromanother discipline
Course may be offered for audit

PSYC 330 Special Topics 1-3

PSYC 340W Research Methods 3
This course covers basic psychological research designs, including observational techniques, qualitative methods, self-reports, and experimentation. This writing-intensive course requires students to develop a substantive written research proposal: abstract, extended review of primary source psychological literature, empirical hypothesis, method of data collection, and references. A thorough application of APA writing guidelines is emphasized. Prerequisite: PSYC 100, C or higher. Prerequisite or corequisite: PSYC 220, C or higher.
Prerequisites: PSYC-100; Minimum grade C, TR, CR

PSYC 395 Field Experience in Psychology 1-3
Designed to provide a supervised off-campus work experience in organizations related to the field of psychology. Students' specific placement depends on their interests and abilities, and on the needs of organizations. Each hour of academic credit requires 40 hours of work for the agency. Students are evaluated by their clinical and faculty supervisors. Prerequisites: Sophomore status and successful completion of PSYC 100 and at least two additional psychology courses. Consult with instructor a semester prior to registration.
Course is Pass/Fail

PSYC 400 Directed Study 1-3

PSYC 443 Senior Thesis 3
This course functions as a culminating senior experience and all students will participate in standardized assessment testing. 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. .
Prerequisites: PSYC-340W; Minimum grade C, TR, CR

PSYC 495 Internship 2-12
This course functions as a culminating senior experience and all students will participate in standardized assessment testing. Students will participate in an off-campus supervised work experience in psychological or related services offered at institutions providing, research, education, treatment or 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 a semester prior to registration.

PSYC 498 Teaching Assistant 1-3

PSYC 499 Research Assistantship 1-3

School Counseling/School Psych (SCNL)

SCNL 519 Foundations of School Counseling 3
This course provides a comprehensive overview of educational counseling services. Professional orientation, design and delivery of curriculum including developmental guidance curricula, the analysis of program progress and effectiveness, technology for counselors, and contemporary issues also are addressed. Course also includes developing referral resources, learning school conference techniques, and building strong relationships with administration, staff, parents/caregivers and students. Grade of B or better is required.

SCNL 634 School Counseling Practicum 3
This course is designed to prepare students for field placement. Students will observe and participate in a variety of educational counseling experiences. Students with a back-ground in education are to complete the required 100 hours of assigned pre-practicum experiences. Certified Educators in PA can complete a reduced number of practicum hours. Appropriate documentation of all assigned experiences is required. Grade of B or better required. (Prerequisites: SCSP 503; Corequisite: SCNL 519) Clearances must be submitted and cleared through CastleBranch or through Employer Verification within the first week of class. If clearances are not received/cleared, students will be administratively dropped from the course.
Prerequisites: SCSP 503
Corequisites: SCNL 519

SCNL 638 School Counseling Internship I 3
In order to be eligible for this course, the student must have the approval of the department and be in "Good Academic Standing." Internship I is a 300-hour supervised experience in an approved school setting(s) that emphasizes skills relevant to educational counseling. Group and individual supervision are provided. Ethical considerations are reviewed.
Prerequisites: SCNL 634
Course is Pass/Fail

SCNL 639 School Counseling Internship II 3
In order to be eligible for this course, the student must have the approval of the department and be in "Good Academic Standing." Internship II is a 300-hour supervised experience in an approved school setting(s) that emphasizes skills relevant to educational counseling. Group and individual supervision are provided. Ethical considerations are reviewed.
Prerequisites: SCNL 638 or CPSY 638
Course is Pass/Fail

School Counseling/School Psych (SCSP)

SCSP 500 Introduction to Counseling Theory Schools and Family 3
This course explores the function and essential elements of counseling theories such as the therapeutic process, client/counselor relationship, case conceptualization, setting counseling goals, and evidence-based interventions and techniques. Students will understand principles and research related to family systems, strengths, needs, and cultures and identify strategies to support positive family influences on students' learning and mental health. Strategies to develop collaboration between families, communities, and schools that enhance academic and mental wellness will also be addressed. Students will recognize equitable practices for diverse student populations. Grade of B or better required.

SCSP 503 Introduction to Special Education and Inclusion Practices 3
This course provides an overview of the ten categories of exceptionality, including historical overview, current research and legislation. Students will examine current practices in the field, including classifications / definitions, patterns of behavior, learning, and assessment. Intervention and instructional strategies for inclusion of exceptional and divergent learners will be emphasized. Clearances must be submitted and cleared through CastleBranch or through Employer Verification within the first week of class. If clearances are not received/cleared, students will be administratively dropped from the course.

SCSP 507 Groups for Children and Adolescents 3
This course will teach research-based interventions and techniques for planning and implementing groups for children and adolescents in both school and clinical settings. Specific areas explored are topic-focused group counseling, group guidance, group process, outcome evaluation and ethics of group counseling. Each student is required to plan and conduct several group counseling experiences.

SCSP 511 Lifespan Development 3
This course will review current research in human development across the lifespan. It is a study of the developmental changes that occur from conception to death. Special emphasis is given to significant developmental milestones that impact the counseling relationship.

SCSP 514 School Law, Ethics, and Pupil Services 3
This course will explore school law, regulations and ethical issues with an emphasis on ethical decision-making. An overview of the philosophy of educational counseling and psychological services will be addressed as well as an exploration of other service delivery models in pupil services. Further topics include the organizational structure of schools, increasing parental/caretaker involvement and inclusion practices.

SCSP 520 Multicultural Issues in School Settings 3
This course is designed to introduce students to a critical examination of the issues, perspectives, challenges and social justice involved in a multicultural and diverse school setting. An examination of human differences will be discussed, including racial, ethnic, cultural, socioeconomic, religious, sexual orientation, disability issues, and gender differences. Particular emphasis will be placed on identifying the instructional needs of English language learners in the schools and ways to address learning that decrease the achievement gap for diverse students.

SCSP 545 Career Development Theory and Practice 3
This course surveys theory and practice related to the career development of children, adolescents, and adults in changing economic, psychological, social and educational contexts. Students examine multiple resources and tools for career exploration. They apply these to their own career development and to social justice advocacy for expanding career options of those they serve. Students also practice conducting career exploration interviews, administering, scoring, and interpreting career assessment instruments, and integrating findings in written reports and/or feedback sessions.

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

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

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

SCSP 620 Advanced Child/Adolescent Counseling And Interventions 3
This course is the second of two courses designed to equip students with the skills and knowledge they need to provide effective counseling interventions for children and adolescents. This course focuses on advanced, research-based counseling strategies applied to specific mental health problems that are common to school-aged populations. Students will demonstrate counseling skills with child and adolescent volunteer clients recruited by the student. Grade of B or Better Required. (Prerequisite: SCSP 601)
Prerequisites: CNSL 601 or SCSP 601

SCSP 625 Psychopathology, Psychopharmacology and Integrated Care for the Mental Health Professional 3
The focus of this graduate-level course is to assist the advanced-level student and the practicing mental health clinician to better collaborate with the healthcare team to improve the care of the client/patient. Students of this course will gain a better understanding of the basics of psychopathology, psychopharmacology, and integrated care from a mental health perspective. Completion of this course will develop and improve the skills necessary to stay well-informed of the latest developments in the field of medicine as it applies to mental health.

SCSP 630 Special Topics 3

SCSP 630A Special Topics: Telehealth w/ Children, Adolescents and Families 3

School Counseling/School Psych (SPSY)

SPSY 504 Biological Bases of Behavior/Cognition And Learning 3
This course examines how the structure and function of the brain relate to behavior and learning. Course content will introduce the fundamentals of basic neuroanatomy, neurophysiology, and neurochemical functioning, and will focus on applying these principles to the study of sensory processes, learning, memory, cognition, and emotion. Topics will also include a review of the biology of psychological disorders, including major affective disorders, anxiety disorders, autistic spectrum disorders and stress disorders, as well as a review of the effects of drugs on the nervous system and behavior.

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

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

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

SPSY 631 Practicum in School Psychology I 3
This course combines a minimum of 75 hours of on-site field experience as well as weekly classes to support and train the practicum student prior to beginning the internship in school psychology. Students will be exposed to the range and depth of school psychological services including regular and special education, evidence-based academic instructional strategies, curriculum-based assessment and effective academic, social and behavioral interventions. Students will also conduct a behavioral case study using single case research methodology with an emphasis on family-school collaboration. Students will also participate in school-wide practices to promote learning. Grade of B or better is required. Prerequisite or co-requisite: SPSY 615, 616. Clearances must be submitted and cleared through CastleBranch or through Employer Verification within the first week of class. If clearances are not received/cleared, students will be administratively dropped from the course.
Prerequisites: CNSL 615 and CNSL 616 can also be take concurrently

SPSY 632 Practicum in School Psychology II 3
This course combines a minimum of 75 hours of on-site field experience as well as weekly classes to support and train the practicum student prior to beginning the internship in school psychology. Students will be exposed to the range and depth of school psychological services including regular and special education, evidence-based academic instructional strategies, curriculum-based assessment and effective academic, social and behavioral interventions. Students will also conduct an academic case study using single case research methodology with an emphasis on family-school collaboration. Students will also participate in preventive and responsive services. Grade of B or better is required. Prerequisite or co-requisite: CPSY 570, SPSY 623, 631. Clearances must be submitted and cleared through CastleBranch or through Employer Verification within the first week of class. If clearances are not received/cleared, students will be administratively dropped from the course.
Prerequisites: CPSY 570, SPSY 623 and SPSY 631 can also be takenconcurrently

SPSY 633 School Psychology Internship I 3
To be eligible for Internship I, the student must have approval of department and be in "Good Academic Standing." Internship I requires a minimum of a 600-hour supervised experience as a school psychology intern in an approved setting as well as weekly classes to support and train the intern. Both individual and group supervision will be provided. Graded Pass/Fail. Prerequisite: SPSY 632. Students who plan to obtain a Pennsylvania School Psychology Certification and obtain national certification as a school psychologist (NCSP) must accumulate a total of 1200 supervised hours. This is normally achieved over two semesters, in the fall and in the spring. The purpose of the school psychology internship is to give the student experience in all major components of the school psychologist's role. This will include, but is not limited to: assessment, observations, consultation, intervention, interviewing, counseling and multi-disciplinary team participation. Because placement sites vary in the emphasis they give each of these activities, student experiences will differ to some degree depending on their placement, so sharing of on-site work with your cohort will be frequent.
Prerequisites: SPSY 632
Course is Pass/Fail

SPSY 634 School Psychology Internship II 3
Internship II requires a minimum of a 600-hour supervised experience as a school psychology intern in an approved setting as well as weekly classes to support and train the intern. Both individual and group supervision will be provided. Graded Pass/Fail. Prerequisite: SPSY 633. (Formerly CPSY 633) Students who plan to obtain a Pennsylvania School Psychology Certification and obtain national certification as a school psychologist (NCSP) must accumulate a total of 1200 supervised hours. This is normally achieved over two semesters, in the fall and in the spring. The purpose of the school psychology internship is to give the student experience in all major components of the school psychologist's role. This will include, but is not limited to: assessment, observations, consultation, intervention, interviewing, counseling and multi-disciplinary team participation. Because placement sites vary in the emphasis they give each of these activities, student experiences will differ to some degree depending on their placement, so sharing of on-site work with your cohort will be frequent.
Prerequisites: SPSY 633
Course is Pass/Fail

SPSY 680 Research Project 1.5
This course focuses on applying basic research principles to an empirical research project in the field of counseling. The types of projects include but are not limited to survey research, quasi-experimental/true experimental research, single-subject research, and program evaluation. The final format of the project can be a thesis, a research report, or a manuscript ready for professional journal submission. This course is delivered over two semesters, Fall and Spring, 1.5 credits each semester. Graded Pass/Fail. (Prerequisite: SCSP 575)
Prerequisites: SCSP 575 must be completed prior to taking this course.
Course is Pass/Fail

Social Work (SOWK)

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 experience in social agencies, and classroom lectures.
Core Category: Human Behavior

SOWK 110 Human Diversity and Social Interaction 3
A survey of the similarities and differences of human individuals and groups, and the effect of human diversity on social interaction, within the context of social welfare and social work. Particular attention will be given to differences based on age, gender and sexual orientation; race, ethnicity and nationality; culture and lifestyle; religion; ability and disability; and socioeconomic status. Material for thought and discussion will be provided by readings, videos, students' life experiences, and classroom lectures.
Core Category: Human Behavior, Social Justice

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. This is a writing-intensive course. Offered in the fall and spring semesters

SOWK 230 Special Topics 1-3

SOWK 230J Special Topic: Disaster and Crisis Response in Social Work Practice 3
This course provides a comprehensive introduction to disaster and crisis response within the field of social work. Through an exploration of Hurricane Katrina, students will gain a deeper understanding of the complex impact of disasters on individuals, families, and communities. The course covers key phases of disaster management, including preparedness, response, and recovery, with a strong emphasis on the role of social workers in each phase. Students will develop critical skills in assessing community vulnerabilities, planning disaster response strategies, and integrating cultural competence and ethical principles into their practice. Additionally, the course will explore the intersection of spirituality and social work in disaster contexts, guiding students on how to incorporate spiritual care and faith-based approaches into their interventions. Practical applications, case studies, and interactive activities will equip students with the tools needed to effectively support and advocate for disaster-affected populations, fostering resilience and promoting recovery in diverse communities.

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.
Core Category: Human Behavior

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.
Core Category: Human Behavior

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.
Core Category: Human Behavior

SOWK 256 Health and Social Welfare 3
An exploration of the history and growth of social work in the field of healthcare. Students will gain knowledge of health care policy and the relationship between policy, social welfare, and social work practice. It will examine the role of the social worker and address ethical dilemmas faced by social workers. Attention will also be given to emerging community health initiatives.
Core Category: Human Behavior

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.
Core Category: Human Behavior

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.

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 course will gain knowledge and basic skills relevant to prevention, assessment, intervention, and treatment of addictions. The course will assist students in developing a multi-dimentional 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 examine other disorders including eating disorders and process disorders.
Core Category: Human Behavior

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 diagnosis from a strengths perspective.
Core Category: Human Behavior

SOWK 264 Grief, Loss and Social Welfare 3
This course will cover loss throughout the life span and 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.
Core Category: Human Behavior

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.
Core Category: Human Behavior

SOWK 267 Trauma and Resilience in Social Work 3
This course provides the student with an overview of trauma, including the history and current theories in the field, the nature of trauma (sexual abuse, combat, and natural disasters, transgenerational), how trauma affects individuals, communities and systems, grief reactions, faith, and traumatic stress. Basic interventions for trauma informed care within organizations/systems are explored along with integrating trauma informed care, trauma prevention, and trauma treatment into social work practice. Identifying the role of the social worker as an advocate for trauma impacted clients throughout the mezzo and macro realms are discussed. Risk and resilience theories are heavily discussed throughout course. This is an elective course with no prerequisites.

SOWK 320 Human Behavior in the Social Environment 3
The purpose of this course is to provide an understanding of biological, psychological, sociological, spiritual, and cultural factors in human development and social interaction as part of the knowledge base for social work practice with individuals, families, groups, organizations, and communities. These factors will be used to examine the development of the individual over the life span and the individual's membership in a range of social systems. The knowledge gained from the integration of biological, psychological, sociological, spiritual, and cultural factors will be used to focus on intervention within the social environment. Attention will be given to Christian faith development as an integral component of the course. Offered in the fall semester only. Prerequisites: Minimum grade of C in SOWK 110, PSYC 100, SOCI 100. Prerequisites or Corequisites: ANTH 101, BIOL 104.
Prerequisites: Take SOWK-110 PSYC-100 SOCI-100; Minimum grade C

SOWK 330 Special Topics 1-3

SOWK 340 Social Work in Organizations 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 practicum experiences as the basis for exploring the impact of the social work agency on its clients, the larger society, and the social worker.
Prerequisites: SOWK-205W; Minimum grade C

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 practicum experiences will be used to begin to acquire knowledge and skills required by social work practitioners.
Prerequisites: SOWK-105, SOWK-110, SOWK-205WMinimum grade C

SOWK 370 Social Work Practicum I 4
This course is a supervised social work practicum in an approved a social service agency or host setting. Students are in the practicum two days per week (typically Tuesdays and Thursdays) for a total of 200 hours for the semester. Students engage in beginning-level, direct-service tasks and receive social work supervision. Junior placements are arranged during the preceding fall semester. The course is graded on a Pass/Fail basis and is open only to junior-level students in the BSW program.
Corequisites: SOWK 340 and SOWK 360
Course is Pass/Fail

SOWK 400 Directed Study 1-3

SOWK 430 Special Topics 1-3

SOWK 440 Social Welfare Policy II 3
An exploration of the ideological and philosophical issues underlying current social welfare policy in the United States. Students utilize analysis of major social welfare policy areas to inform their understanding of current issues, developing social forces, and macro-level social change activities. Open to senior in the BSW program only.
Prerequisites: SOWK-205W, SOWK-340; Minimum grade C

SOWK 461 Social Work Practice II 3
Emphasis is placed on deepening understanding of social work practice and beginning integration of knowledge and skill. Open to seniors in the BSW program only. Must be taken during one academic year.
Prerequisites: SOWK-360; Minimum grade C

SOWK 462 Social Work Practice II 3
Emphasis is placed on deepening understanding of social work practice and beginning integration of knowledge and skill. Open to seniors in the BSW program only. Must be taken during one academic year.
Prerequisites: SOWK-360; Minimum grade C

SOWK 471 Social Work Practicum II 4
This course is a supervised social work practicum in an approved social service agency or host setting. Students are in the practicum two days per week (typically Tuesdays and Thursdays) for a total of 200 hours per semester. Students engage in direct-service tasks under social work supervision throughout two semesters (for a total of 400 hours). This course is open to senior social work majors only. Senior placements are made during the spring semester of the previous academic year. Graded on a P/F basis. Must be taken during one academic year.
Prerequisites: SOWK 370; Minimum grade P
Course is Pass/Fail

SOWK 472 Social Work Practicum II 4
This course is a supervised social work practicum in an approved social service agency or host setting. Students are in the practicum two days per week (typically Tuesdays and Thursdays) for a total of 200 hours per semester. Students engage in direct-service tasks under social work supervision throughout two semesters (for a total of 400 hours). This course is open to senior social work majors only. Senior placements are made during the spring semester of the previous academic year. Graded on a P/F basis. Must be taken during one academic year.
Prerequisites: SOWK 471
Course is Pass/Fail

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.

SOWK 498 Teaching Assistant 1-3

Sociology (SOCI)

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.
Core Category: Human Behavior

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.
Core Category: Human Behavior

SOCI 130 Special Topics 1-3

SOCI 130A Life in Malawi 1

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.
Core Category: Mathematics

SOCI 230 Special Topics 1-3

SOCI 230B Special Topics: Malawi Society & Culture 3
In this course, you will learn abut Malawi's (a) history, ethnic groups, social dynamics, and culture; (b) governance, politics, and civic processes; (c) socio-economic resources, activities, opportunities, and challenges; and (d) the poverty-affluence divide in the country. A main objective is to expose you to social and cultural processes, challenges, and life-improving opportunities for people in the poorest countries using Malawi as a case for such an analysis.

SOCI 230C SpTop:Food/Nutrition/Develpng Societies 3
The course will expose you to food production, nutrient content, storage, processing and consumption in the communities served by Pamoza International. You will analyze how food production, storage, processing and consumption influence villagers' nutritional status emphasizing that good nutrition is about taking care of the body, God's temple. You will assess the nutrient contents of the foods commonly consumed in the communities as well as the nutritional status of members of a sample of households seeking to relate food consumption to nutritional status. Since nutritional status is also heavily influenced by the work people are involved in, you will analyze the work rural Malawians engage in with the objective of understanding how this work may be influencing their nutritional status. You will participate in some of this work to experience how demanding the work is.

SOCI 230D Special Topics: Rural Livelihoods 3
The course explores rural livelihoods' assets/resources, mediating processes, and vulnerability contexts zeroing in on how government policy and the pervasive globalization are changing these livelihoods and with what consequences on the well-being of rural people. Apart from analyzing key readings, you will observe and document how people in rural settings make a living and what changes the people have experienced in their making of a living. This will be done through interviews of key informants. Through these interviews, you will learn about challenges rural people confront in pursuing their livelihoods, the changes in the making of livelihoods that rural people are experiencing, and the ramifications of these changes on rural people's well-being.

SOCI 245 Socialization & 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 peopleprocesses.
Prerequisites: SOCI-100; Minimum grade C

SOCI 273 Social Institutions & 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.
Core Category: Human Behavior, Social Justice

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 groupsreligious, gender, and age groupsin 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.
Prerequisites: SOCI-100; Minimum grade C

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.
Prerequisites: Six credits hours in Sociology or Criminal Justicewith a minimum grade of C.

SOCI 330 Special Topics 1-3

SOCI 330A Special Topic: Church & Society 3

SOCI 330B Special Topic: Social Justice 3

SOCI 330C The Power Politics and Ethics of Oil 3

SOCI 330D Sociology of Migration 3

SOCI 330F Environmental Sociology 3

SOCI 330G SpTop:Devlpmt Policy Making/Implementat 3
This course deals with development policy making and its implementation in sub-Saharan Africa using Malawi as a case study. We first define development then have a snapshot assessment of and contrast of development between sub-Saharan African Malawi and the United States in the last 25 years. We thereafter zero in on Malawi, evaluating its development since independence in 1964, and examine (a) how development policy is made; (b) how development policy is implemented, that is, how the government plans, budgets and implements development programs loooking at successes and failures; and (c) what international help the country has received, how it gets the help, how the help is used, and the impact of this help on Malawi's development. Apart from classroom work which will include lectures by Malawian development thinkers and practitioners, you will visit government agencies, especially the agencies involved in policy formulation, development planning and budgeting, and development implementation to learn about development challenges Malawi faces and how the government wrestles with these challenges. Students will also visit some offices of non-governmental (local and international), bilateral, and multilateral organizations to learn about how these organizations help Malawi in dealing with its development challenges.

SOCI 330H SpTop:Christianity/Islam/Trad Religions 3
This course examines the historical and current situation of Christianity, Islam and Traditional Religions in Malawi. The course specifically analyzes the introduction of and current situation (in the case of Christianity and Islam), their rise and perpetuation (in the case of Traditional Religions), and how people perceive, react to, and wrestle with the fundamentals of these religions. The course has two main objectives. The first is to show and explain the changes these religions have and are undergoing using Malawi for the analysis. The second is to wrestle with the difficulties of spreading the Gospel in a setting where Islam and Traditional Religious practices are pervasive.

SOCI 330I Health and Social Inequality 3

SOCI 330J Church-Based Economic Development 3

SOCI 330L Sociology of Education 3
What are the purposes of public education and what makes it public? Do schools serve an individual good or a collective good? Is the United States' system of public education organized to serve these purposes? What is the public's responsibility toward public education? How do current school reforms affect various stakeholders? The primary objective of the course is an examination of the cultural, social, economic, and institutional dilemmas confronting American education. In particular, this course focuses on the issue of inequality in education in the contemporary United States through a sociological lens. We will also examine the ways in which education somewhat simultaneously promotes social mobility and perpetuates inequality.

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.
Core Category: Cultural Perspectives

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.

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 395 Field Experience 1-3
Course is Pass/Fail

SOCI 400 Directed Study 1-3

SOCI 401 Sociological Theory 3
This course engages the classical theories rooted in the works of Marx, Weber, and Durkheim, along with contemporary theoretical developments including Functionalism, Conflict Theory, Symbolic Interactionism, Feminism, and Neo-Marxian theories. One aim of the course is to expose students to the original writings of the various thinkers to be considered, with particular attention given to the pertienance of theory in examinimation of social life and the persuit of social change. Prerequisite: Nine credit hours with minimum grade of C and junior standing.

SOCI 404 Contemporary Sociological Theory 3
Examines contemporary sociological theories while linking them to classical sociological thinking emphasizing the major questions the theories address. Examples include functionalist, conflict, interactionist, exchange, critical, feminist, and structuralist theories. As the second course in the theory sequence, this course can only be taken after completion of classical theory.
Prerequisites: SOCI-402; Minimum grade C

SOCI 409 Community Develpment in Developing Nations 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.

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 multivate) are explored with the computer package of SPSS. Prerequisite: Minimum grade of C in SOC 220 Social Statistics or an equivalent statistics course in psychology, business, or math.
Prerequisites: SOCI-220; Minimum grade C

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.

SOCI 418 Senior Seminar 3
This culminating senior experience is a topical seminar that assesses studentsof sociology and challenges them to integrate their sociological knowledge and Christianfaith when thinking about contemporary social issues.
Prerequisites: SOCI-401; Minimum grade C

SOCI 495 Internship 2-12
Internship provides a supervised work experience in a field related to sociology. All students must take this course in their junior or senior year. Those with clear plans for graduate school can choose SOCI 417 Senior Thesis instead.

SOCI 498 Teaching Assistant 1-3

SOCI 499 Research Assistant 1-3

Spanish (SPAN)

SPAN 101 Elementary Spanish I 3
Basic grammar and vocabulary, written and oral exercises, introductory readings. Emphasis on developing communication skills.
Core Category: Cultural Perspectives

SPAN 101A Elementary Spanish 3
Basic grammar and vocabulary, written and oral exercises, introductory readings. Emphasis on developing communication skills.

SPAN 102 Elementary Spanish II 3
Basic grammar and vocabulary, written and oral exercises, introductory readings. Emphasis on developing communication skills.
Core Category: Cultural Perspectives

SPAN 130 Special Topics 1-3

SPAN 150 Grammar & Conversation/Native Speakers 3
The course will review grammatical structures and rules of spelling and accents. A cultural study component fulfills the Global Awareness General Education Core.

SPAN 201 Intermediate Spanish I 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.

SPAN 202 Intermediate Spanish II 3
Review of grammar and vocabulary with opportunitiesfor interaction in the target language.Short literary texts are included to build students'vocabulary and reading skills. Prerequisite: SPAN 201
Prerequisites: SPAN 201

SPAN 230 Special Topics 1-3

SPAN 230A Concepts of Health and Sickness in the Hispanic World 3
This course is designed for students to communicate more effectively with Spanish-speaking patients and their families. Students will acquire the vocabulary and structures for conversing and interviewing Spanish-speaking patients. In addition, students will be exposed to common concepts related to sickness in the Hispanic world so as to better understand their patients' ideas about healthcare and related practices.

SPAN 301 Conversation & Composition 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 & 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 & Phonology 3
This course 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 330 Special Topics 1-3

SPAN 401 Spain From Fragmentation-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: SPAN 302W

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.

SPAN 404 Modern Spanish Literature 3
Students in this course will explore key Spanish literary works from such periods as Romanticismo, Realismo, "Generaci?n del 98", Vanguardismo and Posguerra Civil Espa?ola. 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 century, and its present democracy that aligns Spain with the European Union.
Prerequisites: SPAN 302W

SPAN 408 Advanced Spanish Syntax and Hispanic Life and Worldview 3
This course is a Culminating Senior Experience to be taken after study abroad. It includes a thorough review of grammatical structures to assure that the fluency developed abroad is reinforced with the accurate use of the language. Students practice advanced structures orally in role plays and interviews with the goal of achieving Advanced Low proficiency on the ACTFL scale. Students also learn to translate texts from Spanish to English and English to Spanish. Additionally, required readings and writings provide an opportunity for students to explore and reflect on the cultural values of a particular Spanish-speaking country and the importance of speaking a second language in their development as an individual and as a Christian. Prerequisites: Study abroad or department approval for interested Spanish minors.

SPAN 409 Colonial & 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: SPAN 302W

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 on the continued development of students' oral proficiency through discussion, description and narration.
Prerequisites: SPAN 302W

SPAN 495 Internship 2-12

SPAN 498 Teaching Assistant 1-3

Spiritual Formation (SFRM)

SFRM 505 Nurturing Spiritual Life & Character I: Introduction to Spiritual Formation 3
This course will familiarize students with the foundational aspects of spiritual formation and spiritual disciplines so that their journey of formation and transformation will be intentional, meaningful, and grounded in our rich Christian tradition.

SFRM 506 Nurturing Spiritual Life & Character II Journey to Wholeness 3
Building upon their learning and work in NLC I, students explore the implications of spiritual and emotional health in the context of their call to leadership.
Prerequisites: Take SFRM-505

SFRM 507 Nurturing Spiritual Life & Character III The Christian Leader 3
In this course, students explore and demonstrate their ability to integrate their personal faith and spiritual growth with their understanding of the practice of ministry in context. Prerequisite: SFRM-506;, CHHM-510; THLE-520 or THLE-521; minimum of 52 credits.
Prerequisites: Take SFRM-506 and CHHM-510; Take THLE-520 or THLE-521

SFRM 530 Special Topics 3

SFRM 530A Spirituality in Social Justice 3
"He has told you, O mortal, what is good; and what does the Lord require of you but to do justice, and love kindness, and to walk humbly with your God?" (Micah 6:8) What does it mean to "walk humbly with God" as we "do justice and love mercy?" How do we discern our part in the struggle and not become overwhelmed by the magnitude of the societal issues that need to be addressed? How do we "ground" our spiritual journeys in ways that help us to act from a place of love and wholeness as we embody Christ to bring healing to a broken world? Using Scripture, as well as the works of ancient and contemporary writers, students in this course will explore the intersectionality of healthy spiritual formation and positive social action as they reflect on their own roles in the Church and in society.
Prerequisites: Take SFRM-505

SFRM 570A Paideia: Spiritual Formation-Part 1 3
The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

SFRM 570B Paideia: Spiritual Formation-Part 2 3
The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: SFRM-570A

SFRM 570C Paideia: Spiritual Formation-Part 3 3
The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.
Prerequisites: Prerequisites: SFRM-570A and SFRM-570B

SFRM 580A Paideia: Spiritual Formation-Part 1 2
The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

SFRM 580B Paideia: Spiritual Formation-Part 2 2
The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.
Prerequisites: SFRM-580A (Paideia: Spiritual Formation)

SFRM 580C Paideia: Spiritual Formation-Part 3 2
The module focuses on the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation as patterned in the Old and New Testaments. Learners will develop a paradigm of spiritual growth and maturity that focuses on the community rather than the individual. In this study spiritual direction is identified as a spiritual discipline that has been used from an early Christian church to the present. Consideration is given to its relationship to culture, its expression in religious communities, and to insights for pastoral care from the field of psychology. The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.
Prerequisites: SFRM-580B (Theologia: Doing Theology in Context)

SFRM 615 Faith and Fiction 3
For centuries, writers have used (and misused) themes from Christian theology and history in service of the plot lines of popular fiction. These works can be inspiring and engage us in ways that deepen our faith, or they can be controversial and foster misunderstanding and error (sometimes a little of both!). Also, 57 when an author touches on a sensitive or controversial topic, the reaction of many Christians has been to condemn the work-often without careful reading or meaningful critique-or to dismiss the book as "just fiction." Yet these books (especially when they become bestsellers) can heavily influence the thinking of both believers and non-believers alike. Focusing on selected examples of modern popular fiction, students in this course will explore and think critically about the use of theology and church history/tradition in fiction (mostly secular), and how the material may influence popular culture. Students will be evaluated, in part, on their ability to formulate thoughtful, effective ways to either make use the material in preaching/teaching/engaging believers and unbelievers in the faith journey, or to effectively articulate appropriate responses to material that provides inadequate/inaccurate views of Christian life and faith.
Course may be offered for audit

SFRM 618 Journeys in Spiritual Care & Transformat 3
Building upon the spiritual principles and practices introduced in SFRM510 Spiritual Formation, this course guides students into a deeper engagement with their transformative spiritual journey. Students will reflect upon their current personal journeys, and engage in practices that encourage spiritual self-care and draw them into deeper intimacy with God "for the sake of others." Note: the course will be taught in a retreat format, which will take place at a local retreat center. There will be an additional cost for accommodations and meals at the retreat center.
Prerequisites: Prerequisite: SFRM-505

SFRM 650 Independent Study in Spiritual Formation 3
A guided course intended for advanced students who wish to do intensive, independent research in a topic related to Spiritual Formation. Credit hours determined with professor.

Supervised Ministries (SUPV)

SUPV 522 Clinical Pastoral Care Practicum (cpc) 3
Pastoral visitation in a hospital or other institutional setting under clinical supervision. Verbatim reports, reading critiques, supervision, peer discussion and in-service learning experiences are included in the program. At least 160 hours of supervised learning is required. Offered during fall or spring semesters and in January or Summer terms. SUPV-532 may be taken in place of SUPV-522.
Prerequisites: Take THLE-520 or THLE-521

SUPV 525 Theological Field Education 1A 1.5
The first year of theological field education (TFE) is comprised of supervised ministry in a church-based setting. Faculty-led seminar groups utilize an integrative reflective and practice model. Students must begin theological field education courses with the fall semester and remain in the same seminar group and site placement through fall and spring semesters. SUPV-525 represents the first (Fall) semester of first-year TFE, to be taken in conjunction with SUPV-526 in the subsequent Spring semester.
Prerequisites: Take PRMN-510 and SFRM-505; Minimum grade of C-

SUPV 526 Theological Field Education 1B 1.5
The first year of theological field education (TFE) is comprised of supervised ministry in a church-based setting. Faculty-led seminar groups utilize an integrative reflective and practice model. Students must begin theological field education courses with the fall semester and remain in the same seminar group and site placement through fall and spring semesters. SUPV-526 represents the second (Spring) semester of first-year TFE, to be taken in conjunction with SUPV-525 in the prior Fall semester.
Prerequisites: THLE-520 or THLE-521, minimum grade C-, and SUPV-525

SUPV 530 Theological Field Education 2A 2
SUPV-530/531 is required after completion of Theological Field Education 1A & 1B for M.Div. students who are opting NOT to complete a full 400 hour CPE as the clinical internship. The focus is on enhancing and identifying personal and professional areas of growth for ministry in weekly seminar groups. Students must begin theological field education courses with the fall semester and remain in the seminar group and site placement through fall and spring semesters. SUPV-530 represents the first (Fall) semester of second-year TFE, to be taken in conjunction with SUPV-531 in the subsequent Spring semester. Completion of a full 400 hour CPE (6 credit hours) will satisfy an M.Div. student's second-year TFE requirements in place of SUPV-530/531.

SUPV 531 Theological Field Education 2B 2
SUPV-530/531 is required after completion of Theological Field Education 1A & 1B for M.Div. students who are opting NOT to complete a full 400 hour CPE as the clinical internship. The focus is on enhancing and identifying personal and professional areas of growth for ministry in weekly seminar groups. Students must begin theological field education courses with the fall semester and remain in the seminar group and site placement through fall and spring semesters. SUPV-531 represents the second (Spring) semester of second-year TFE, to be taken in conjunction with SUPV-530 in the prior Fall semester. Completion of a full 400 hour CPE (6 credit hours) will satisfy an M.Div. student's second-year TFE requirements in place of SUPV-530/531.

SUPV 532 Clinical Pastoral Education 3-6
A basic CPE unit of supervised clinical pastoral education in certified CPE centers. The program includes verbatim writing, lectures, visitations, on-call involvement, peer process group, individual supervision and in-service learning experiences. At least 400 hours of supervised learning is required. Offered 12 weeks in the summer or as an extended experience throughout the academic year. Supervised Ministries Department and institutional chaplain. May be substituted for SUPV-522 CPC; completion of a full 400-contact hour CPE (6 credit hours) can also be credited toward SUPV-530/531 Theological Field Education 2A&2B.
Prerequisites: Take SFRM-505 and PRMN-510; Minimum grade of C-; Take THLE-520 or THLE-521

SUPV 535 Theological Field Education 3A 1.5
May be required after completion of Theological Field Education 1A & 1B for some M.Div. students in order for them to meet ordination requirements. Other students may choose to take it as an effective order to deepen their experience. The focus is on enhancing and identifying personal and professional areas of growth for ministry in weekly seminar groups. Students must begin theological field education courses with the fall semester and remain in the seminar group and site placement through fall and spring semesters. SUPV-535 represents the first(Fall) semester of second-year TFE, to be taken in conjunction with SUPV-536 in the subsequent Spring semester.

SUPV 536 Theological Field Education 3B 1.5
May be required after completion of Theological Field Education 1A & 1B for some M.Div. students in order for them to meet ordination requirements. Other students may choose to take it as an elective in order to deepen their experience. The focus is on enhancing and identifying personal and professional areas of growth for ministry in weekly seminar groups. Students must begin theological field education courses with the fall semester and remain in the seminar group and site placement through fall and spring semesters. SUPV-536 represents the second(Spring) semester of second-year TFE, to be taken in conjunction with SUPV-535 in the prior Fall semester.

SUPV 650 Theological Field Ed. Internship 1.5-4.5
This elective internship offers the possibility of an intensive serving/learning experience in ministry. Arrangements must be negotiated with and approved by the Supervised Ministries office. This elective may supplement, but cannot be taken in the place of, INTG-520/521 or INTG-530/531. No more than 4.5 elective credit hours can be earned in supervised ministries area.

Theatre (THEA)

THEA 104 Introduction to Theatre 3
This class introduces the student to the transformative power of theatre. We explore the ancient connection between theatre, ritual, and religion as well as contemporary intersections between Christian faith, reason, and justice. Students engage diverse scripts for performance while participating in the production process, attending live events, and exploring theatre professions from playwriting, to directing, to designing. This class will inspire you to become a theatre patron if not a full participant in the liveliest and oldest art form known to humankind.
Core Category: Arts and Literature

THEA 120 Introduction to Acting 3
The objective of this class is to help students tap into the psychological, physical and spiritual resources within them through the discipline of acting. Primary tools are personalized and scripted monologues, acting exercises and improvisations of increasing complexity, preparation and collaboration. This lab-style class requires a greater than normal commitment to attendance, participation and journal-keeping in addition to written performance critiques.
Core Category: Arts and Literature

THEA 130 Special Topics 3

THEA 130C SpTop: Stage Management 3
Stage managers are leaders, creative collaborators, and the primary point of contact in any theatre endeavor. This course provides an overview of the stage manager's roles and responsibilities within the production process from pre-production through strike and post-production review. The course provides opportunities for students to engage with best practices for effective and inclusive collaboration, communication, and organization of all production departments, from properties to set and lighting design. This practical course includes stage managing one production or concert within the Fine and Performing Arts, including rehearsals in McInnis Theatre, Eagle Great Room, and alternative rehearsal locations across campus. The course is also theoretical, as students cultivate their management style within the boundaries of industry standards and the ethical challenges of our times. Students reflect upon their biases that could present challenges to effective stage management. Throughout the course, the student is invited to consider how the Christian faith can inform and enrich our approach to the art and discipline of stage management.

THEA 150 Theatre Practicum 1-2
Credit for significant technical or performative participation in Eastern Theatre production activities. This course may be taken more than once for credit. Graded on a P/F basis.
Course is Pass/Fail

THEA 151 Basic Stagecraft and Design 3
An introduction to the basics of technical theatre, including design principles, construction techniques, and stage management procedure and preparation.
Core Category: Arts and Literature

THEA 202 The Active Voice 3
A study of voice, designed with the stage performer in mind. It will explore the voice as an instrument of communication, as well as a part of the body as a whole. The Linklater Method will be used as a basis for instruction. This method incorporates the growing awareness of how the entire body and breath contribute to the making of sound. It helps to identify areas of tension which restrict vocal freedom, and seeks to provide tools and avenues of release. Attention will be given to posture, breathing, projection, sensitivity, articulation, phonetics, expression and communication of text. Students will also use poetry and classic texts through which they will discover the power of a free voice, and will use this power for more effective communication. Not a singing class.
Core Category: Arts and Literature

THEA 205 Combat for the Actor 3
This is a course of study in unarmed theatrical combat. The emphasis on this course is on the development of proper technique, quality of movement with a focus on accuracy and safety as it applies to theatrical performance. The end of this course will come with the opportunity for certification with the Society of American Fight Directors by taking the Skills Proficiency Test, adjudicated by an SAFD Fight Master.
Core Category: Arts and Literature

THEA 220 Movement for the Actor 3
This required course for all majors first focuses on breath and body awareness by providing a variety of experiential relaxation techniques the performer can then modify to best suit their individual needs in rehearsal and performance. Once the student has developed confidence in public solitude they begin to work more closely with their peers in studio exercises. Students work together to create an ensemble environment where body composition and visual awareness aids in creating compelling stage pictures and ultimately storytelling. Anne Bogart's Viewpoints and Michael Chekhov's techniques are researched and applied among others.
Core Category: Arts and Literature

THEA 255 Script Analysis 3
This course takes a deep look into a large variety of plays from modern, post-modern, and contemporary periods of Dramatic Literature. We will approach the text through the lens of actors, directors, designers, theatre critics and enthusiasts in the analysis of a script intended for production. We will explore given circumstances, dramatic structure, theme, metaphor, language, character development, and social commentary. The class will culminate in students creating an analysis for a fictional production of a published play as either director, actor, designer, or critic.
Core Category: Arts and Literature

THEA 260 Acting Through Song 3
This course focuses 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.
Instructor consent required

THEA 275 Playwriting and Devised Theatre 3
This course is an introduction to devised theatre, a collaborative art form in storytelling and performance. Students will be introduced to a variety of methods for creating original works including Viewpoints, Improvisation, and Clowning along with conventional story structure. By working collaboratively, students will have the opportunity to see how their individual contributions add to the whole and complement the work of their classmates. Devised stories will be grounded in common interest, social commentary, and community concerns. The class will culminate in an original piece developed and performed by students.
Core Category: Arts and Literature

THEA 300 Acting on Camera 3
This class teaches students fundamental techniques relating to the craft of on-camera acting. The class also covers practical lessons for on-set skills and behavior as well as basic principles of the business of TV and film

THEA 308 Introduction to Directing 3
An introduction to the art and craft of directing for the stage. This foundational course invites emerging directors to learn and apply rehearsal strategies and lead the production process from script selection to casting, table work, staging, and performance.
Core Category: Arts and Literature

THEA 318 Advanced Acting/Directing 3
This advanced course will focus intensely on a particular style/playwright within an intense collaborative rehearsal environment. Actors and directors will choose projects, research, rehearse and perform them. Class will address physical and thematic hermeneutics, literary and dramaturgical analysis, rehearsal techniques, style, Shakespeare, conceptual/ improvisational approaches, adaptation, working with new plays from diverse playwrights.
Prerequisites: THEA 120 or THEA 308

THEA 320 Acting as a Simulated Client for Psychotherapy 2
The purpose of THEA 320 is to prepare acting students to serve as simulated clients (SC's) or standardized patients (SP's) in psychotherapeutic education and training. Partnering with graduate and undergraduate courses in psychology, counseling and social work, students will prepare to participate in improvised training scenes acting in the client role. The course requires the development of character backstory, improvisation skills, and basic understanding of psychological symptoms, their underlying causes and their presentation. The course is designed for acting students who would like to deepen their skills in character work and improvisation, and may wish to serve as simulated clients or standardized patients in training and research settings.
Prerequisites: THEA 120 or permission from the instructor
Instructor consent required

THEA 322 Voice and the Performer 3
A study of voice, designed with the stage performer in mind. It will explore the voice as an instrument of communication, as well as a part of the body as a whole. The Linklater Method will be used as a basis for instruction. This method incorporates the growing awareness of how the entire body and breath contribute to the making of sound. It helps to identify areas of tension which restrict vocal freedom, and seeks to provide tools and avenues of release. Attention will be given to posture, breathing, projection, sensitivity, articulation, phonetics, expression and communication of text. Students will also use poetry and classic texts through which they will discover the power of a free voice, and will use this power for more effective communication. Not a singing class.
Core Category: Arts and Literature

THEA 325 Race and Gender in American Theatre 3
This course will examine texts/performances written by minority writers in an effort to facilitate discussions that explore what it means to be part of a culturally diverse society. It focuses on the historical and cultural contexts of diverse selections of theatre performances.
Core Category: Cultural Perspectives

THEA 330 Special Topics 1-3

THEA 330E SpTop: Contemporary Dramatic Literature 3
The Theatre Department does not currently offer a course in dramatic literature. As we prepare to apply for accreditation with the National Association of Schools of Theatre (NAST) we need to create a dramatic literature survey course. This proposed special topics course will help fill in this educational gap as it covers contemporary British and American dramatic literature. This special topics version of the course also includes an optional two week study-abroad opportunity in Dublin, Ireland, at the Gaiety School of Acting.

THEA 330F SpTop: Acting as a Simulated Client for Psychotherapy 2
The purpose of this course is to prepare acting students to serve as simulated clients (SC's) or standardized patients (SP's) in psychotherapeutic education and training. Partnering with graduate and undergraduate courses in psychology, counseling and social work, students will prepare to participate in improvised training scenes acting in the client role. The course requires the development of character backstory, improvisation skills, and basic understanding of psychological symptoms, their underlying causes and their presentation. The course is designed for acting students who would like to deepen their skills in character work and improvisation, and may wish to serve as simulated clients or standardized patients in training and research settings.

THEA 340 Musical Theatre Repertoire 3
This course offers a practical and comprehensive exploration of the musical theatre repertoire. Students will analyze and perform a wide range of musical styles, from the classic Golden Age to contemporary trends. The curriculum is designed to help students build a versatile and professional audition book, with a strong focus on practical application and professional audition preparation.
Course may be offered for audit

THEA 350 History of Theatre/Drama I: Ancient to Renaissance 3
Survey of theatre from its origins through the Renaissance with an introduction to various methods of script analysis. This course is the sequential first half of THEA 351, but may be taken independently.
Core Category: Arts and Literature

THEA 351 History of Theatre/Drama II:Restoration To Contemporary 3
Survey of theatre from the Restoration period to the present including various methods of script analysis. This course is the sequential second half of THEA 350, but may be taken independently or in reverse order.
Core Category: Arts and Literature

THEA 395 Field Experience 1-3
The purpose of theatre field experience is to offer students the opportunity to observe and participate in professional work experiences in theatre and/or arts education. Participation must be in a setting appropriate to a student's interest in particular. Students will keep a log of hours and a journal of observations for a minimum of 40 hours per credit hour earned. Graded Pass/Fail.
Course is Pass/Fail

THEA 400 Directed Study 1-3

THEA 420 Advanced Scene Study 3
This class explores the industry standards and techniques performers will need in order to work in the professional world. Students will learn how to apply period style to a scene from the classical canon and how to rehearse contemporary scenes using techniques developed by innovators including Michael Chekhov, Anne Bogart and Sanford Meisner as well as strengthen their understanding of Stanislavsky based acting. Students will hone their skills in order to be prepared to work with a variety of directors and ensemble-based theatre practices.
Core Category: Arts and Literature
Prerequisites: THEA 120 or THEA 308

THEA 451 Advanced Stagecraft and Design 3
An advanced study of stagecraft, including advanced design principles, construction techniques, style and special effects.

THEA 460 Senior Seminar 1
A senior level capstone experience in which students address the issues and professional opportunities of contemporary theatre and the arts, with a focus on advanced acting skills, the business of acting, and integrating the Christian faith in the arts. Students will be challenged to creatively respond and engage with social justice issues using the arts. Specific subtopics will vary from year to year.

THEA 465 Senior Capstone Showcase 2
This course will prepare students for audition, interview, and portfolio presentations for professional and graduate work in the spring of their senior year. Students will work as an ensemble to produce a showcase that highlights their strengths as both individual and ensemble performers as well as providing a venue for students to share a visual portfolio of their work.

THEA 495 Internship 2-12

THEA 498 Teaching Assistant 1-3

Theological Studies (THEO)

THEO 110 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.
Core Category: Spiritual Formation

THEO 140 Faith and the Big Questions 3
Just about everyone asks life's big questions. This course will explore fundamental questions about human existence such as: Why does faith matter? What is God like? Can God be known, and if so, how? Who is Jesus and why is he important? Who am I and why am I here? Why is the world so messed up and how do we fix it? Why is there evil and suffering? Why are there so many religions? Does God care about the planet? What happens when we die? The course invites diversity of thought and meaningful discourse on these topics. An introduction to Christian beliefs-presented as a 'story' that Christians around the world use to make sense of their life experience-will be provided. This course is designed for students who have no familiarity with religion generally or the particulars of the Christian faith.
Core Category: Theology

THEO 207 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.
Core Category: Social Justice, Theology

THEO 230B SpTop: Interreligious Discussion as Loving One's Neighbor 3
The world's major religions provide guidance on loving one's neighbor. This course will explore their respective guidance. We will study why and how we ought to love our neighbors from various religious perspectives, working to discern the depths of their differences and similarities. The course will not simply be a survey of content but an experiment in living. Its central claim is that rigorous, informed, and skillfully facilitated interreligious discussion is an act of loving one's neighbor. To test this claim, students will also study how to facilitate discussions to actively explore the course's content and test its argument.

THEO 230C SpTop: Chamberlain Interfaith Fellowship 3
The Chamberlin Interfaith Fellowship (established in 2014) is a Jewish-Christian student interfaith exchange between Eastern University and Temple Beth Shalom (Needham, MA), which emphasizes shared learning, immersive experiences and building friendships. A cohort of up to six (6) students from each institution are selected for an academic year (August -April). EU travels to Temple Beth Shalom for a four (4) day immersive Jewish experience in November each fall, whereas Temple Beth Shalom visits Eastern University for a four (4) day immersive Christian experience each April.

THEO 230D Liberation Theology 3
This course examines liberation theology as a movement within Christianity that seeks to interpret faith through the lens of the poor and oppressed. Beginning with its origins in Latin America, we will explore its biblical foundations, some key thinkers, and focus on American Black liberation theology. The course will also consider the implications of liberation theology for contemporary justice issues and the church.

THEO 230E Jewish-Christian Relations: Learning to Love One's Neighbor 3
A key command in both Judaism and Christianity is to love one's neighbor (Lev. 19:18; Matt. 22:13). This course affirms this command through the lens of Jewish-Christian relationships. It will explore the basic beliefs and practices of Judaism and Christianity, while also examining the often-troubling historical relationship between the two. The class will also explore hopeful aspects of this relationship. The course's primary objective is to offer students a vision and value for interfaith learning and experiences.
Course may be offered for audit
May take Pass/Fail

THEO 240 Introduction to Christian Theology 3
A survey of the main themes of Christian theology from both systematic and biblical perspectives. Special emphasis is on the development of responsible theological thought. Such topics as the basis of authority, the nature of God, human nature, the person and work of Christ, the Holy Spirit and the Church will be treated.
Core Category: Theology

THEO 305 Theology in Historical Context 3
A study of the development of classical Christian theology in the particular historical context that shaped it. Attention will especially be given to the distinctive features of patristic, medieval, and Reformation theological traditions, and to Eastern (Orthodox) and Western (Catholic and Protestant) traditions. Prerequisite: THEO 240
Core Category: Theology

THEO 310 The Triune God 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 divide 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.
Prerequisites: THEO 240

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.
Core Category: Cultural Perspectives, Theology

THEO 321 Addiction and Grace 3
Addiction is widely acknowledged as a serious individual, interpersonal, and social problem. But what is addiction? Is it a brain disease? A sin? A problem of will, or of knowledge? Does addiction have primarily to do with individuals, or is it constituted or maintained in intimate relationships or on a societal level? Do addictions necessarily involve psychoactive substances, or can we properly speak of addictions to activities like gambling or shopping, or even eating or sex? Who is susceptible to addiction, and why? If a person stops engaging in addictive behavior, is he or she still an addict? Christians and others offer a variety of answersto these questions, and a similar diversity of opinion exists where treatment for and recovery from addiction are concerned. In this class, we will explore, first, some Christian theological voices and biblical and historical resources for understanding how Christians have understood addiction in the past and more recently. Secondly, we will read three current books treating aspects of addiction that are often neglected in Christian treatment of addiction. Finally, we will read one or two personal accounts of addiction and recovery, and consider how a Christian response to addiction might incarnate the prophetic values of justice, mercy, and humility.
Core Category: Theology

THEO 322 Spirituality in the Thought and Life of The Church Fathers 3
"Spirituality" has been a hot topic over the past few years. In this course we want to explore together a specific type or model of spirituality practiced by Christians living from roughly the third to the seventh centuries. How, for example, did these early Christians pray? Were there other spiritual disciplines that formed part of the rhyme and rhythm of their spiritual lives? How did they deal with temptation? What was their understanding of Christian character? Who were the "desert fathers?" What was their particular contribution to Christian spirituality? How can the insights of these early Christians be translated into the context of the modern world? What possible mistakes did they made that may be avoided by later generations of Christians? These and other questions and issues will form the heart of the course.
Core Category: Theology

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.
Prerequisites: THEO 240, THEO 251, or THEO 252

THEO 330 Special Topics 1-3

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 though the close reading of texts that consider how these communities read the Bible and contextualize the theological themes and liturgical forms that characterize the Christian tradition.

THEO 337 Theology of Culture 3
This will be a course on the theological origins and purposes of human culture, setting human culture-making within the broad contours of the Christian story. We will be considering three fundamental theological ideas that account for the reality and importance of human culture: God as triune Creator, the created order as contingent, and the human person in the image of God. The notions of justice and flourishing will be explored both theologically as well as practically as integral to understanding what culture is and how it is meant to function. These explorations will be done in conversation with those in the social sciences who work on injustices related to class (poverty), race (racism), and ethnicity (nationalism) in particular. The particular issue explored will vary from section to section.
Core Category: Theology

THEO 340 On Being Human 3
This course will offer students a theological portrait of the human person as a creature created in the image of a triune God. Interpreting this phrase and noting its implications will occupy a great deal of our time in this course. Along the way we will consider how the creation of humanity in the image of God compares with alternative visions of the human creature (its constitution and vocation), the implications of our material and immaterial constitution for questions related to ethnicity and identity, sin, the soul, reconciliation and the vocation of the human creature as an ethical and cultural being.

THEO 350 The Son and Salvation 3
This course will offer students a theological portrait of the person and work of Jesus Christ as the key to understanding the nature and activity of God, the nature and activity of human persons and the nature and telos of the created order. As such, we will consider Jesus as both mediator of revelation, creation and reconciliation and lord of history. We will accomplish this goal 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.
Core Category: Theology

THEO 351 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.

THEO 353 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 355 Cathocs and Protestants in Conversation 3
An exploration of the theological background 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, the status of the Virgin Mary and the saints. Prerequisite: Minimum grade of C in THEO 240.
Core Category: Theology

THEO 360 The Holy Spirit and Human Flourishing 3
This course will offer students a theological portrait of the person and work of the Holy Spirit. We will accomplish this goal through a consideration of the identity and work of the Holy Spirit as God at work in the world to bring about justice, flourishing, and the renewal of creation. We will read material by sociologists, psychologists, and artists as well as theologians in understanding how the Holy Spirit works to accomplish these ends.
Core Category: Theology
Prerequisites: THEO 240

THEO 400 Directed Studies 1-3

THEO 440 Senior Seminar 3
Consideration of special topics in theological studies helpful for integrating theological knowledge and liberal arts studies.

THEO 498 Teaching Assistant 1-3

THEO 510 Theology and Ethics of Congregational Life 3
This course explores the nature and mission of the church through its identity as people of God who are called to bear witness to the good news of God's reign. Giving priority to self and the local congregation, participants address questions asked by contextual methodologies from several disciplines, especially theological ethics and congregational studies.

THEO 520 Syst.Theo.& Ethics: Vision of Community 3
This course probes several major themes in Systematic Theology with the intention of cultivating the student's ability to think deeply and carefully about their beliefs in dialogue with Christians past and present, from the Mediterranean basin to global points of view. A critical component of this exploration engages the ethical implications of Christian theology. This course will discuss major themes within the framework of two major focal points: the Trinitarian God and vision of God expressed as God's Reign. Within those two major themes, the course will discuss Scripture, the doctrine of Creation, theological anthropology, the problem of sin, and the gift of grace. In all of this, the course attends to the student's ability to think, articulate and apply beliefs and ethics clearly and cogently to life and ministry.
Prerequisites: #Take THLE-510 BIBL-501 BIBL-503; Minimum grade of C-

THEO 521 Syst.Theo.& Ethics: Reign of God 3
This course probes several major themes in Systematic Theology with the intention of cultivating the student's ability to think deeply and carefully about their beliefs in dialogue with Christians past and present, from the Mediterranean basin to global points of view. A critical component of this exploration engages the ethical implications of Christian theology. This course will discuss major themes within the framework of two major focal points: the Trinitarian God and the eschatological Reign of God as God's encompassing vision for creation. Within those two major themes, the course will examine more closely the Persons of the Trinity-the Creator as the Dabar of the Reign, Jesus Christ as the Embodiment of the Reign, and the Holy Spirit as the Ruach of the Reign-as well as the doctrines of salvation (soteriology), the church (ecclesiology), and the "last things" (eschatology). In all of this, the course attends to the student's ability to think, articulate and apply beliefs and ethics clearly and cogently to life and ministry.
Prerequisites: #Take THLE-510 BIBL-501 BIBL-503; Minimum grade of C-

THEO 545 Disability and Theology: Reimagining Narratives of the Disabled Body in Society 3
This interdisciplinary course considers the category of disability through interlocking discourses of theology, race, and gender. Students will think critically about Christianity's contribution to ableist rhetoric and identify resources within Christianity that support movement towards disability justice. Exploring how experience, scripture, and theology informs our faith and social justice commitments, we ask questions like: Does attending to the relationship between race and access to care complicate ideas about the spiritual benefits of suffering? Do Christian sensibilities regarding future hope serve to defer, rather than motivate, the social transformation disability activists demand? How might chronic illness, impairment, and Deafness shape engagements with art and worship? This course introduces students to disability theory and gives them tools to respond creatively, compassionately, and proactively to access needs.

THEO 550 MTS Research in Theology 3
This course represents the first of two summative projects required for the MTS in Theology, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project.
Prerequisites: Prerequisite: THLE-520 or THLE-521

THEO 550A MTS Research in Theology 3
This course represents the first of two summative projects required for the MTS in Theology, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project.
Prerequisites: Prerequisite: THLE-520 or THLE-521

THEO 551 MTS Internship in Christian Faith and Public Policy 3-6

THEO 551A MTS Internship in Christian Faith and Public Policy 3-6

THEO 552 MTS Research in Christian Faith and Public Policy 3

THEO 570A Theologia:doing Theolog in Context-Part1 3
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

THEO 570B Theologia: Doing Theol in Context-Part 2 3
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: THLE-570A

THEO 570C Theologia: Doing Theol in Context-Part 3 3
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.
Prerequisites: Prerequisites: THLE-570A and THLE-570B

THEO 580A Theologia: Doing Theol in Context-Part1 2
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

THEO 580B Theologia: Doing Theol in Context-Part 2 2
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.
Prerequisites: THLE-580A (Theologia: Doing Theology in Context)

THEO 580C Theologia: Doing Theol in Context-Part 3 2
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.
Prerequisites: THLE-580B (Theologia: Doing Theology in Context)

THEO 581 Doing Theology I: Theological Method and Reflection 3
The course focuses on the nature, method, and sources of theological method and reflection, helping students to understand the relationship between Christian confessions, historical influences and method. Students begin to "exegete" the theology of their context as well as beginning to identify their own theological presuppositions. This course also provides and overview of the six classical church practices. It will be offered in every Summer 2 and Spring 1 Semester.

THEO 582 Doing Theology II: Exploring the Doctrines of the Christian Faith 3
This course introduces Christian theology as a critical discipline in the church and in relation to wider society. It serves as a basic introduction to some of the traditions and diversity of Christian understandings for students both unfamiliar and familiar with the various expressions of Christianity.

THEO 582A Doing Theology 2: Exploring the Doctrines of the Christian Faith: Part 1 1.5
This course introduces Christian theology as a critical discipline in the church and in relation to wider society. It serves as a basic introduction to some of the traditions and diversity of Christian understandings for students both unfamiliar and familiar with the various expressions of Christianity.
Prerequisites: THLE-581

THEO 582B Doing Theology 2: Exploring the Doctrines of the Christian Faith: Part 2 1.5
This course introduces Christian theology as a critical discipline in the church and in relation to wider society. It serves as a basic introduction to some of the traditions and diversity of Christian understandings for students both unfamiliar and familiar with the various expressions of Christianity.
Prerequisites: THLE-582A (Doing Theology 2: Exploring the Doctrines of theChristian Faith)

THEO 611 Theology & Public Policy 3
A theological/biblical analysis of the problems involved in moving from biblical revelation and theological concepts to concrete public policy proposals. This is a required course for the M.T.S. concentration in Christian Faith and Public Policy and is a prerequisite for other courses in that concentration.

THEO 612 Political and Public Theologies 3
This course is designed to provide theological and ethical reflection on political thought and action. Representative doctrines for the Christian faith will be discussed with their implications for responding to government and politics. Participants will explore classical and contemporary formulations of the relationship between the church and the socio-political order. Biblical, historical and philosophical resources will be examined and interrogated. In addition, students will be asked to question two divergent yet related schools of thought: political theology and public theology. Our chief objective will be to consider sound theological-ethical options for Christians as they participate in the political order. This is a required course for the M.T.S. concentration in Christian Faith and Public Policy.
Prerequisites: Prerequisite: THLE-520 or THLE-521

THEO 623 Christian Social Ethics 3
An introduction to ethical discourse, this class will survey the field of theological ethics so that Christians may engage the ethical issues of the common life, shape the institutions of society, and aid persons in forming faithful and objective moral judgments about public matters. Special attention will be given to the relationship between Christian faith and economics, politics and law. A sub-theme will be ecclesiology, a critical examination of the mission and purpose of the Church.

THEO 624 Truth and Transformation: the Ethics of The Visionary 3
The goal of this course is to explore ethical and philosophical dimensions of projects of social and political transformation. The category of "vision" will be developed and deployed metaphorically; used as a trope to describe how moral actors receive, review and relate messages to their constituencies. Attention will be paid to how specific moral actors were "educated" by these messages, how specific moments and stages in their lives were formative for their emotional, intellectual and "spiritual" maturation and how this maturation impacted broader social dramas. An attempt will be made to probe the critical interplay between the individual moral subject and the social dramas and currents that shaped their eras. Selected historical personages will be viewed as religiousis homoiousios, as prismatic figures embodying certain constitutive features of their time, people or civilization.

THEO 625 The Church As Community of Compassion 3
This class will identify, explore and interrogate strategies by which local faith communities enact moral and aesthetic resources to create cultures of compassion and technologies of concern. The class rests upon the assumption that compassion is a central feature of our discipleship and an inexpungeable dimension of Christian ethics. In a world in which many of our differences are settled in a theatre of violence - military, legal, economic, political, religious or domestic - how does the church serve as a healing agent, as community of reconciliation? What does a compassionate church look like? What does a compassionate disciple look like?
Prerequisites: THLE-510 minimum grade C-

THEO 631 Persevering Hope: Evil, Suffering and Goodness of God 3
The daily news is filled with reports that may provoke questions about the goodness of God. If God is good, then why does God allow people to do evil things? If God is good, then why does God allow so much suffering? People in professional ministry are regularly faced with these and related questions arising both from our personal experiences and the personal experiences of those whom we serve. The purpose of this course is to equip the participants and those they serve in ministry to persevere in hope in the face of personal encounters with evil and suffering.
Prerequisites: Take BIBL-501 or BIBL-503; minimum grade C-

THEO 637 Theology and Ethics of Martin Luther Kin 3
This class will examine the theological and philosophical foundations of the life and work of Dr. Martin Luther King, Jr. Attention will be paid to King's understanding of God, Christ, the Church and humanity, and how the interplay of these themes informed his quest to critique, contest and transform North American civilization and the emerging global order. Students will be asked to probe into King's identity as a minister of the gospel, explore his role and significance in the history of the Church, and examine his international theological legacy. Finally, students will be invited to discover the implications of King's work for contemporary ministry.
Prerequisites: Take THLE-520 or THLE-521 minimum grade C-

THEO 650A NCSS Interaction/Reflection Seminar 4

THEO 652 Research in Public Policy 1-3
An independent study course for advanced students who desire to undertake intensive, independent research in issues related to Christian Faith and Public Policy. By permission and agreement with an appropriate instructor.
Prerequisites: Prerequisite: THLE-520 or THLE-521

Theology and Ethics (THLE)

THLE 510 Theology and Ethics of Congregational Life 3
This course explores the nature and mission of the church through its identity as people of God who are called to bear witness to the good news of God's reign. Giving priority to self and the local congregation, participants address questions asked by contextual methodologies from several disciplines, especially theological ethics and congregational studies.

THLE 520 Syst.Theo.& Ethics: Vision of Community 3
This course probes several major themes in Systematic Theology with the intention of cultivating the student's ability to think deeply and carefully about their beliefs in dialogue with Christians past and present, from the Mediterranean basin to global points of view. A critical component of this exploration engages the ethical implications of Christian theology. This course will discuss major themes within the framework of two major focal points: the Trinitarian God and vision of God expressed as God's Reign. Within those two major themes, the course will discuss Scripture, the doctrine of Creation, theological anthropology, the problem of sin, and the gift of grace. In all of this, the course attends to the student's ability to think, articulate and apply beliefs and ethics clearly and cogently to life and ministry.
Prerequisites: #Take THLE-510 BIBL-501 BIBL-503; Minimum grade of C-

THLE 521 Syst.Theo.& Ethics: Reign of God 3
This course probes several major themes in Systematic Theology with the intention of cultivating the student's ability to think deeply and carefully about their beliefs in dialogue with Christians past and present, from the Mediterranean basin to global points of view. A critical component of this exploration engages the ethical implications of Christian theology. This course will discuss major themes within the framework of two major focal points: the Trinitarian God and the eschatological Reign of God as God's encompassing vision for creation. Within those two major themes, the course will examine more closely the Persons of the Trinity-the Creator as the Dabar of the Reign, Jesus Christ as the Embodiment of the Reign, and the Holy Spirit as the Ruach of the Reign-as well as the doctrines of salvation (soteriology), the church (ecclesiology), and the "last things" (eschatology). In all of this, the course attends to the student's ability to think, articulate and apply beliefs and ethics clearly and cogently to life and ministry.
Prerequisites: #Take THLE-510 BIBL-501 BIBL-503; Minimum grade of C-

THLE 550 MTS Research in Theology 3
This course represents the first of two summative projects required for the MTS in Theology, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project.
Prerequisites: Prerequisite: THLE-520 or THLE-521

THLE 550A MTS Research in Theology 3
This course represents the first of two summative projects required for the MTS in Theology, in which the student, with the help of a faculty member, designs a research project in the form of an independent or directed study that is relevant to the student's area of interest. The project typically produces a research paper of 30-40 pages in length. There is room for flexibility and creativity if other formats are integral to achieving the learning outcomes of the project.
Prerequisites: Prerequisite: THLE-520 or THLE-521

THLE 551 MTS Internship in Christian Faith and Public Policy 3-6

THLE 551A MTS Internship in Christian Faith and Public Policy 3-6

THLE 552 MTS Research in Christian Faith and Public Policy 3

THLE 570A Theologia:doing Theolog in Context-Part1 3
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.T.S. program course.

THLE 570B Theologia: Doing Theol in Context-Part 2 3
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.T.S. program course.
Prerequisites: Prerequisite: THLE-570A

THLE 570C Theologia: Doing Theol in Context-Part 3 3
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.T.S. program course.
Prerequisites: Prerequisites: THLE-570A and THLE-570B

THLE 580A Theologia: Doing Theol in Context-Part1 2
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary prologue consists of 12 weeks of online readings, assignments, and dicussions in preparation for the on-ground engagement. Openseminary M.P.T. program course.

THLE 580B Theologia: Doing Theol in Context-Part 2 2
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary one-week, on-ground experience consists of full-day class sessions and engagement with teacher-practitioners in the field of study. Openseminary M.P.T. program course.
Prerequisites: THLE-580A (Theologia: Doing Theology in Context)

THLE 580C Theologia: Doing Theol in Context-Part 3 2
The purpose of this module is to explore critically the constructive relationship between theological reflection and articulation on the one hand, and the socio-cultural contexts in which such reflection and articulation take place on the other. The fundamental questions guiding the exploration are: (1) what are the dynamics of doing theology in context; (2) in what ways are theology and context mutually influenced and determined; and (3) how do we do theology in context? The Openseminary final project consists of 8 weeks of research and online discussions to produce a final paper/project, based on the learnings in the prologue and on-ground engagement. Openseminary M.P.T. program course.
Prerequisites: THLE-580B (Theologia: Doing Theology in Context)

THLE 581 Doing Theology I: Theological Method and Reflection 3
The course focuses on the nature, method, and sources of theological method and reflection, helping students to understand the relationship between Christian confessions, historical influences and method. Students begin to "exegete" the theology of their context as well as beginning to identify their own theological presuppositions. This course also provides and overview of the six classical church practices. It will be offered in every Summer 2 and Spring 1 Semester.

THLE 582A Doing Theology 2: Exploring the Doctrines of the Christian Faith: Part 1 1.5
This course introduces Christian theology as a critical discipline in the church and in relation to wider society. It serves as a basic introduction to some of the traditions and diversity of Christian understandings for students both unfamiliar and familiar with the various expressions of Christianity.
Prerequisites: THLE-581

THLE 582B Doing Theology 2: Exploring the Doctrines of the Christian Faith: Part 2 1.5
This course introduces Christian theology as a critical discipline in the church and in relation to wider society. It serves as a basic introduction to some of the traditions and diversity of Christian understandings for students both unfamiliar and familiar with the various expressions of Christianity.
Prerequisites: THLE-582A (Doing Theology 2: Exploring the Doctrines of theChristian Faith)

THLE 611 Theology & Public Policy 3
A theological/biblical analysis of the problems involved in moving from biblical revelation and theological concepts to concrete public policy proposals. This is a required course for the M.T.S. concentration in Christian Faith and Public Policy and is a prerequisite for other courses in that concentration.

THLE 612 Political and Public Theologies 3
This course is designed to provide theological and ethical reflection on political thought and action. Representative doctrines for the Christian faith will be discussed with their implications for responding to government and politics. Participants will explore classical and contemporary formulations of the relationship between the church and the socio-political order. Biblical, historical and philosophical resources will be examined and interrogated. In addition, students will be asked to question two divergent yet related schools of thought: political theology and public theology. Our chief objective will be to consider sound theological-ethical options for Christians as they participate in the political order. This is a required course for the M.T.S. concentration in Christian Faith and Public Policy.
Prerequisites: Prerequisite: THLE-520 or THLE-521

THLE 623 Christian Social Ethics 3
An introduction to ethical discourse, this class will survey the field of theological ethics so that Christians may engage the ethical issues of the common life, shape the institutions of society, and aid persons in forming faithful and objective moral judgments about public matters. Special attention will be given to the relationship between Christian faith and economics, politics and law. A sub-theme will be ecclesiology, a critical examination of the mission and purpose of the Church.

THLE 624 Truth and Transformation: the Ethics of The Visionary 3
The goal of this course is to explore ethical and philosophical dimensions of projects of social and political transformation. The category of "vision" will be developed and deployed metaphorically; used as a trope to describe how moral actors receive, review and relate messages to their constituencies. Attention will be paid to how specific moral actors were "educated" by these messages, how specific moments and stages in their lives were formative for their emotional, intellectual and "spiritual" maturation and how this maturation impacted broader social dramas. An attempt will be made to probe the critical interplay between the individual moral subject and the social dramas and currents that shaped their eras. Selected historical personages will be viewed as religiousis homoiousios, as prismatic figures embodying certain constitutive features of their time, people or civilization.

THLE 625 The Church As Community of Compassion 3
This class will identify, explore and interrogate strategies by which local faith communities enact moral and aesthetic resources to create cultures of compassion and technologies of concern. The class rests upon the assumption that compassion is a central feature of our discipleship and an inexpungeable dimension of Christian ethics. In a world in which many of our differences are settled in a theatre of violence - military, legal, economic, political, religious or domestic - how does the church serve as a healing agent, as community of reconciliation? What does a compassionate church look like? What does a compassionate disciple look like?
Prerequisites: THLE-510 minimum grade C-

THLE 631 Persevering Hope: Evil, Suffering and Goodness of God 3
The daily news is filled with reports that may provoke questions about the goodness of God. If God is good, then why does God allow people to do evil things? If God is good, then why does God allow so much suffering? People in professional ministry are regularly faced with these and related questions arising both from our personal experiences and the personal experiences of those whom we serve. The purpose of this course is to equip the participants and those they serve in ministry to persevere in hope in the face of personal encounters with evil and suffering.
Prerequisites: Take BIBL-501 or BIBL-503; minimum grade C-

THLE 637 Theology and Ethics of Martin Luther Kin 3
This class will examine the theological and philosophical foundations of the life and work of Dr. Martin Luther King, Jr. Attention will be paid to King's understanding of God, Christ, the Church and humanity, and how the interplay of these themes informed his quest to critique, contest and transform North American civilization and the emerging global order. Students will be asked to probe into King's identity as a minister of the gospel, explore his role and significance in the history of the Church, and examine his international theological legacy. Finally, students will be invited to discover the implications of King's work for contemporary ministry.
Prerequisites: Take THLE-520 or THLE-521 minimum grade C-

THLE 650A NCSS Interaction/Reflection Seminar 4

THLE 652 Research in Public Policy 1-3
An independent study course for advanced students who desire to undertake intensive, independent research in issues related to Christian Faith and Public Policy. By permission and agreement with an appropriate instructor.
Prerequisites: Prerequisite: THLE-520 or THLE-521

THLE 660 Special Topics 3

Youth Development (YTHL) Ministry Leadership (MINL)

MINL 101 Culture, Ministry, and the Gospel 3
This introductory course for the major explores the intersection of culture, worldview, ministry, and the Gospel. Students will learn to understand the cultural context in which they are ministering. This course is designed for students pursuing a career in ministry, theology, or Christian leadership, as well as those interested in understanding the role of culture and worldview in shaping the way the Gospel is shared and received. We will help those taking the course to take a anthropological approach to evaluating a given community, learning the process of "cultural exegesis" and then discussing what a ministry would look like in given contexts. This course is an option to fulfill the Human Behavior GenEd requirement.
Core Category: Human Behavior

MINL 201 Introduction to Next Gen Ministry 3
This course will focus on ministering to the next generation, including learning about developmental theories and exploring writings about appropriate spiritual growth metrics for different ages. Students will gain an understanding of the unique needs, challenges, and opportunities that different age groups face in their spiritual journeys. Through a combination of theoretical learning and practical application, students will be equipped with the knowledge and skills necessary to effectively minister to children, youth, and young adults within their communities. The course will cover a range of topics including child development, youth culture, and young adult ministry, and will challenge students to think critically about how they can best support the spiritual growth of the next generation.

MINL 203 Ministry in the Wilderness 3
This course will explore the value and rationale for 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.

MINL 208 Campolo Fellows Seminar 1
This seminar-style course provides ongoing spiritual formation for the Campolo Fellows. Emphasis is on the praxis (reflection and action) of Christ-centered community and holistic, culturally-engaged ministry. The course will include readings and sermons by Professor Emeritus, Rev. Dr. Tony Campolo, Scripture, personal and group reflection, campus and community engagement, small groups, journaling, advocacy, and outreach. Students will be encouraged to take an active role in their growth in devotion to God, the world, and one another.
Course may be offered for audit
May take Pass/Fail

MINL 211 Seminar in Campus Ministry 1
This one (1) credit course is a ministry practicum for first-year Student Chaplains.

MINL 212 Ministry Program Skills 3
This course is designed to teach effective ministry programming in a broad range of contexts. Students will be able to Identify key components of programming from conceptualization through implementation, practice these related skills, and identify high impact leadership and instructional practices.

MINL 255 Camp Ministry and Management 3
This course will provide onsite training for students interested in learning camping ministry and management via summer employment at one of our approved campgrounds. The goal is that they will see behind the scenes of camp ministry and be able to assist in the daily management of a Christian camp. This is a unique combination of on-the-ground training and digital classroom learning.

MINL 303 Ministry in an Urban Setting 3
This course offers students a vision of transformational leadership of ministry in the urban context. Students will develop an understanding of the dynamics of ministry in an urban social location and theological concepts to be applied as leaders. Students will develop a biblical understanding of urban leadership and essential components that could be used in ministry. This class will introduce students to oppressive systems and ideological concepts of racism, chauvinism, classism, etc., and their impact within urban environments, illustrating essential leadership needed to provide liberation to those impacted by oppressive structures.
Core Category: Social Justice
Prerequisites: MINL 101 recommended to be taken first, but not required
Course may be offered for audit
May take Pass/Fail

MINL 305W Leadership and Administration 3
This course will focus on the "nuts and bolts" of everyday ministry in a local church and other ministry settings. Macro topics will include the personal and professional life of those doing ministry and organizational/church leadership. Issues such as organizing and administering ministry programs, working with various stakeholders in an organization, finances and budgeting, safety and legal concerns, and the personal inner life of the ministry worker as it relates to the effective administration of a ministry, will be covered.

MINL 310 Innovation in Ministry 3
This course will explore the ways in which religious organizations can adapt and evolve in order to remain relevant and impactful in today's rapidly changing world. Students will study case studies of successful and innovative ministry models, and will have the opportunity to develop their own ideas for how their own ministry or Christian organization can improve and grow. The course will cover topics such as leadership, organizational structure, community engagement, and new technologies, and will challenge students to think creatively and critically about the role of ministry in society. This course is designed for students pursuing a career in ministry or religious leadership, as well as those interested in understanding how Christian organizations can adapt to changing times.

MINL 395 Ministry Field Experience 1-3
This allows a student to practice and sharpen performance skills in in the field. Field Experience/Internship credits may be earned through summer internships, one-year full-time internships (specially arranged through program director) and through part-time placements during the school semester. Opportunities can include working with camps, para-church ministry, inner-city ministry, and ministry in a traditional church setting. Students must apply to the department to enter the field experience/internship program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Permission of the Ministry Leadership program director is required.

MINL 404 Senior Seminar 3
This course is a Capstone for the major. Using class disscussion and written responses, students will reflect on modern issues in ministry and prepare for their next steps (whether that be more edication or entering the workforce). The Culminating Senior Experience (CSE) will be part of this course.
Prerequisites: MINL 101

MINL 413 Biblical Interpretation for Ministry 3
This is an introductory course in biblical interpretation. The course will equip students with skills needed to read, interpret, and reflect theologically on the biblical text. Students will learn the "language" of biblical interpretation/method and be able to identify and evaluate critical commentaries for their life, ministry, and studies. They will use basic bible tools for ministry in studying a biblical text through the lens of: Context (Social, Historical, Cultural, Whole Book), Questions of Author, Date, Occasion, and Audience, and Literary Genre (Narrative, Parables, Poetic, Wisdom, Apocalyptic, and Letter/Epistle). New Testament and Old Testament texts will be examined.

MINL 430 Special Topics 3

MINL 430A SpTop: Online Tools for Ministry 3
People have integrated technology in significant ways into their everyday lives and the pandemic has accelerated the need for faith communities to embrace & use tech as a ministry tool. This special topics course equips one to develop strategies for utilizing modern technology and digital media to assist with evangelism, discipleship, and the growth and development of communities of faith. (Digital media includes any form of technology that can be distributed via an electronic device). Students will explore the benefits of using technology to enhance ministry and make disciples, become familiar with a variety of relevant online tools, and will be led in a discernment process to determine which tools would be most useful in their own context. This course is designed to provide a strong orientation for integrating faith and technology, providing practical exercises and skills training. Additionally, we will present strategies for mobilizing volunteers to assist with developing a team-based model for modern ministry.

MINL 495 Ministry Internship 3-12
This allows a student to practice and sharpen performance skills in in the field. Field Experience/Internship credits may be earned through summer internships, one-year full-time internships (specially arranged through program director) and through part-time placements during the school semester. Opportunities can include working with camps, para-church ministry, inner-city ministry, and ministry in a traditional church setting. Students must apply to the department to enter the field experience/ internship program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Permission of the Ministry Leadership program director is required.

MINL 498 Teaching Assistant 1-3

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