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ESPERANZA COLLEGE STUDENT HANDBOOK

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

2023-2024 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 27, 2013 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).

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

and classified by the Carnegie Foundation for the Advancement of Teaching: Master's – Larger Programs. It is approved for Veterans' Education.

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.

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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.

The Language Transition Track

The Language Transition Track (LTT) program is structured to develop academic English and Spanish literacy skills, including reading, grammar, writing, and speaking, so that by the end of the program students complete academic work in English.

Students placed in the LTT begin their studies in Spanish, with increasing amounts of English being used for teaching and assessment during the first two semesters. The third semester instruction and assessments are in English, although students may find Spanish help from full-time advisors. By the fourth semester, all lectures and course work must be in English.

Use of Spanish/English on Campus

Esperanza College structures its program so that non-native English speakers are expected to use English more and more throughout the four semesters to ease the development and mastering of the language. The increased use of English and decreased use of Spanish in no way implies that English is “better” than Spanish. Rather it is an acknowledgement that further education and most career advancement in the continental US require strong English skills. Since 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.
- Courses during the first two semesters in the Language Transition Track are taught in Spanish with the exception of Health Science, Natural Science and Medical Assisting, but students will be increasingly exposed to English during the academic year to prepare them for the transition described next. Students are encouraged to use English as much as possible during this year.
- In all courses taught the third semester in the Language Transition Track, 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.
- Associate of Applied Science in Esports Management (p. 4)
- Associate of Applied Science in Media and Technology (p. 4)
- Associate of Applied Science in Medical Assisting (p. 5)
- Associate of Arts in Community and Human Services (p. 5)
- Associate of Arts in Criminal Justice (p. 6)
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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:		
MTEC 101	New Media Networks & Technologies ¹	3
MPRO 101	Principles of Design & Production ¹	3
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
THEO 210 or BIBL 100	Christian Spirituality or Introducing Biblical Literature, Biblical Literature in Contemporary Context	3
ENTR 205	Managing Entrepreneurial Enterprises ¹	3
Credit Hours		16
Semester 3		
BIOL 104	Human Biology ²	4
ACCT 107	Principles of Accounting I ¹	3
ESPT 101	eSports Gaming Technologies and Design Fundamentals ¹	3
BUSA 202	Principles of Marketing ¹	3
COMM 331	Social Media in Organizations ¹	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
MTEC 101	New Media Networks & Technologies	3
COMM 105	Introduction to Communication: Mass Media ¹	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	Christian Spirituality	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	Biospsychology ²	
PSYC 240	Basic Counseling Skills ²	
PSYC 301	Psychopathology ²	
PSYC 319	Psychology of the Family ²	
Select one of the following:		3
PSYC 207	Lifespan Development ²	
PSYC 225	Biospsychology ²	
PSYC 240	Basic Counseling Skills ²	
PSYC 301	Psychopathology ²	
PSYC 319	Psychology of the Family ²	
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.

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 Christian Spirituality	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	Biospsychology 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
THEO 210	Christian Spirituality	3
SOCI 100	Introduction to Sociology ²	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	Christian Spirituality	3
ACCT 107	Principles of Accounting I ²	3
Credit Hours		16
Semester 3		
INST 270	Justice in a Pluralistic Society	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 ^{1 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	Justice in a Pluralistic Society 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 64-72 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 210 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 205 Essentials of Economics
- ECON 200 Personal Stewardship
- 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 311W Business Ethics and Leadership Business Ethics and Leadership
- CRMJ 220 Restorative Justice
- EDUC 235 Urban Education
- INST 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 in high school
- Satisfactory completion of 9th grade
- 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

2023-2024

Fall 2023

Date	Event
August 7-10, 2023	New Student Orientation
August 14, 2023	First day of school
August 25, 2023	Last day to add/drop
September 4, 2023	Labor Day Holiday (school closed)
October 6, 2023	Mid-Semester Warning
October 13, 2023	Last day to withdraw without academic penalty
November 22 - 24, 2023	Thanksgiving Holiday (school closed)
December 4-14, 2023	Finals Week

December 15, 2023 Esperanza College Graduation Ceremony

Spring 2024

Date	Event
January 8 - 11, 2024	New Student Orientation
January 16, 2024	First day of school
January 26, 2024	Last day to add/drop
March 15, 2024	Mid-Semester Warning
March 22, 2024	Last day to withdraw without academic penalty
March 28-29, 2024	Easter Holiday (no school)
May 4, 2024	Eastern University Graduation Ceremony
May 6-16, 2024	Finals Week
May 17, 2024	Esperanza College Graduation Ceremony

Summer 2024

Date	Event
May 20, 2024	First day of Summer 1 Intensive
May 20, 2024	Last day to add/drop
May 24, 2024	Last day to withdraw without academic penalty
May 27, 2024	Memorial Day (School Closed)
June 5, 2024	End of Block 1 Intensive
June 10, 2024	First day of Summer 2 Intensive
June 10, 2024	Last day to add/drop
June 14, 2024	Last day to withdraw without academic penalty
June 25, 2024	Last day of Block 2

Faculty of Esperanza College

Keisha Butler-Thomas, Program Director (B.A., Lincoln University)

Nilsa Graciani, Director of STEM and Medical Assisting (B.S., University of Puerto Rico; Ph.D., Texas A&M University)

David Hurtado, Director of Communication, Media, and Technology (B.S., Toccoa Falls College; M.B.A., Ph.D. Regent University)

Tatiana Rivera, Education Program Director (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)

Rosanna Matos Velazquez, Educational Advisor for ECE Director's Credential Certification Program (B.S., Eastern University; M.A., Gratz 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 10 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 Privacy Act (FERPA)

The Family Educational Rights and Privacy Act 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–5:30 pm. The extension to Esperanza College is ext. 410. When calling after 5:30 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.edu
Admissions Recruiter		
Gabriel Garriga	215.324.0746 Ext. 410	gabriel.garriga@eastern.edu
Admissions Assistant, Esports Management / Media & Technology Recruiter		

Jennifer Gonzalez-Ruiz	215-324-0746 Ext. 415	jennifer.ruiz@eastern.edu
Registrar Coordinator		
Dr. Nilsa Graciani	ext. 466	ngracian@eastern.edu
Director of STEM and Medical Assisting		
Marilyn Marsh	ext. 417	mmarsh@eastern.edu
Executive Dean		
Rosanna Matos-Velazquez		rmatosve@eastern.edu
Director Credential Educational Advisor		
Sully Mori	215-324-0746 Ext. 416	sully.mori@eastern.edu
Student Success Coordinator		
Kenneth Osbourne Jr.	215-324-0746 Ext. 410	kenneth.osbourne@eastern.edu
Admissions Assistant		
Caris Rodgers		caris.rodgers@eastern.edu
CDA Educational Advisor		
Elizabeth Sierra	ext. 469	elizabeth.sierra@eastern.edu
Student Accounts/ Financial Aid Representative		
Cara Sparks	267-571-7217	csparks3@eastern.edu
Admissions Recruiter		

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 Academic 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.

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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

Basic accounting principles and practices, including the preparation of basic financial statements, account uses, accruals and deferrals.

Prerequisites: BUSA 170

ACCT 208 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 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

Principles, control and theory of accounting for assets, liabilities and equities. Course includes measurement and determination of income; preparation, utilization, analysis of cash flow statements, financial ratios and statistical analysis of accounting data. Prerequisite: Minimum grade of C in ACCT 208.

Prerequisites: ACCT 108

ACCT 362 Intermediate Financial Accounting II 3

Intermediate Accounting is an in depth treatment of the traditional financial accounting topics as well as the recent developments in accounting valuation and reporting practices promulgated by the leading professional accounting organizations and applied by practitioners in public accounting and industry. International Financial Reporting Standards will be introduced.

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

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 Advanced Accounting Information Systems 3

The course will familiarize students with different types of software used in public accounting practices and in small business settings. Students will be required to become competent with the following groups of software: decision support systems using Excel, general ledger packages, and a relational database package.

Prerequisites: BUSA 150 and ACCT 361

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 130 Special Topics 3**ANTH 201 People in Places 3**

Cultural geography deals with the ways in which different cultures adapt to, use, and affect the landscape. Topics include cultural perceptions of the environment, the variety of cultural adaptations, technological levels and exploitative strategies, the origin and spread of cultures, the geography of settlement types, and the human impact on ecology. In practical terms, the student, armed with geography's organizing principles and skills, will be better able to make wise personal and societal decisions about using the environment and will be of more help in resolving conflicts among competing values and groups.

Core Category: Cultural Perspectives, Human Behavior

ANTH 230 Special Topics 1-3**ANTH 251W The Discovery of Foreign Worlds 3**

This writing intensive course is based on the premise that exposure to and knowledge of a variety of human cultures is essential to mastering a working knowledge of cultural anthropology. Through reading and discussing classic ethnographic writings, students will become familiar with the ethnographic process and with the cultures analyzed in the literature. Students will read from both assigned and elective writings and will prepare an ethnographic report for class presentation that will demonstrate the use of one or more research methods.

Core Category: Human Behavior

Prerequisites: ANTH 101

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 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 depiction 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, linguistics, 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. Ethnography thick of a culture, that is, to describe cultural description processes 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 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 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 101 Introduction to the Old Testament 3

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

BIBL 102 Introduction to the New Testament 3

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

BIBL 130 Special Topics 1-3**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 grand 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 Christian 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, HONR140, or HONR 141

BIBL 230 Special Topics 1-3**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 From Conquest to Exile 3

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

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 330L Sermon on the Mount 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 340 Prophets 3

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

BIBL 345 Politics and the Bible 3

This course examines the politics of the Bible through a study of the empires that shaped the worlds of the OT and NT and the dynamics of life under empire for Jews and Christians. The course focuses primarily (but not exclusively) on an in-depth study of the Greco-Roman and Jewish political contexts of the first-century CE. It also analyzes the explicit and implicit political statements of the New Testament, from the Gospels' claims about Jesus' identity to Pauline and Johannine passages addressing the relationship of Christians to the government. The course utilizes a broad range of scholarly approaches to the text, allowing students to explore both ancient and contemporary understandings of "the politics of the Bible."

Core Category: Social Justice, 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 stories 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 380 Hebrews & General Epistles 3

An analytical survey of the interpretation and meaning of Hebrews, James, 1-2 Peter, 1-3 John, and Jude. Special emphasis will be given to the historical circumstances, structure and distinctive themes of these books.

Core Category: 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 to 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 103 General Biology: Earth-Keeping 4

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

Core Category: Natural Science

Corequisites: BIOL 103L

BIOL 103L Earth-Keeping Laboratory 0

Corequisites: BIOL 103

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 4

An overview of the major areas of biology. Topics to be covered include cell biology; heredity; protists; plants; diversity of animals; human body systems; ecology; major ecosystems of the world; conservation biology; evolution/natural selection. For non-majors only.

Core Category: Natural Science

Corequisites: BIOL 105L

BIOL 105L Introductory Biology Laboratory 0

Corequisites: BIOL 105

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 classification 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 and biochemistry 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 235 Anatomy and Physiology: Head and Neck Anatomy 4

This course focuses on the study of the anatomical structures of the head and neck. The osteology of the skull, the structure of the nasal cavity and sinuses, the muscles, nerves, and vascular system of the head and neck are introduced.

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 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 BIOL 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 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 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 Admin (accelerated) (BSBA) 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 102 Business As a Profession 3

This course will examine a career in Business as a calling from God, and what the differences are that such a calling makes in a young Christian business leader's role in the new global economy. Activities will include classical and current readings, career research, journaling, field trips, guest speakers and simulations, and will culminate in each student writing a self-exploratory paper reflecting on his/her personal career calling, eventual success goals and motivation. This course should be taken as either a first-year or sophomore student, and is one of three required for entrance into any of the majors within the Department of Business.

BUSA 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 professional duties 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. Emphasis 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 originating and processing using actual mortgage documents in preparation for gainful full-time employment in the mortgage industry/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 management. 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

BUSA 230 Special Topics 1-3**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 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 330H Unions: Faith & Justice in the Workplace 3****BUSA 340 Human Resources Management 3**

Policies and methods of obtaining and developing an efficient work force, including human resources planning, recruitment, selection, placement, development, performance evaluation, compensation practices and safety, benefits administration.

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 390 Organizational Behavior 3

The behavioral aspects of management are examined at the micro and macro levels. Specific areas of concern such as work force motivation, decision making, leadership, and conflict resolution are studied both theoretically and experientially.

Core Category: Human Behavior

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 430 Investment Management 3

The basic principles underlying individual and institutional investment decisions are explored. The structure and operations of the stock exchanges as well as the functions of securities dealers and brokers are presented, together with a detailed examination of the various types of stocks and bonds. Portfolio management problems are considered. Prerequisites: Minimum grades of C in FINA 360 and senior standing.

Prerequisites: FINA 360

BUSA 480 Business Strategy and Policy 3

An exploration of strategic planning through an intensive use of case studies and computer simulations. The course requires the graduating business major to analyze specific organizations and their environments and to develop logical alternative strategies. The result is that each student integrates the material from all other business and related courses in preparing rigorous written and verbal analyses and arguments. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement. Prerequisites: Minimum grades of C in BUSA 202 or ENTR 205 and FINA 360 or ENTR 360 and senior standing.

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 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

Organizations of every size utilize 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 508 Theories of Innovation 3

A comprehensive survey of theories of innovation. Sample theories covered in this course include open, disruptive, and radical innovation, among other innovation practices. Students leave this course understanding how innovation practices and management impact organizational performance.

BUSA 509 Essentials of Accounting and Finance 3

This course provides an overview of core concepts in business finance and generally accepted accounting principles. Students will learn to understand an organization's financial position by reviewing fundamental financial statements and performing basic business analyses through the use of ratios, cash-flow projections and time-value of money calculations. This course is a foundational prerequisite for ACCT 531, FINA 532 and HMG 519 for students without undergraduate accounting and finance coursework or relevant business experience.

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 513 Data-Informed Decision Making 3

This course equips students with fundamental tools and skills to interpret business problems and make and communicate competent management decisions. Students will use quantitative data and qualitative information to explain observed outcomes; consider, evaluate, and defend recommended interventions; and model the operational impact of their decisions. They will practice the effective use of proven communication strategies and current technologies to prompt action that increases organizational capacity and performance.

BUSA 515 Talent 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 strong 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 remote workforce management, diversity, preparation for a changing business environment, as well as heavy competition for top-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 521 Theology of Business 3

This course equips students to think theologically and holistically about their vocation in business and social enterprise. Using scripture, reason, tradition and experience, the course explores how theological concepts like stewardship, imago Dei, and shalom are informed by a Trinitarian theology. References to social scientific perspectives contribute to an ecumenical, theological reflection upon business in society as the basis for devising a moral vision for business.

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 528 Intrapreneurship 3

An exploration of this 21st century skill that provides students with the ability to creatively solve problems while minimizing risk. Focusing on the innovative process, this course challenges students to drive change from within the organization. Additionally, students learn how to manage an organization so that intrapreneurship is indoctrinated into the organization's culture.

BUSA 533 Marketing a Socially Responsible Brand 3

This course presents an entrepreneurial approach to increasing brand equity by way of its compelling vision of a better world. Students will learn how to create penetrating narratives that expand brand awareness through ongoing engagement with customers, employees, suppliers, investors, and other internal and external stakeholders. They will draw on strategic marketing principles, business communication practices and digital technologies to formulate a multi-channel marketing campaign for acquiring customers and engaging consumers on the basis of an authentic and transparent value proposition.

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 542 Strategic Marketing 3

This course provides an overview of major marketing concepts that impact managers and organizations. Students will gain knowledge of the marketing process and its essential functions with an emphasis on the transcending influence of emerging technology. They will practice the critical consumption of market analytics and its part in informing marketing strategies. They will evaluate traditional models of distribution as well as the role of digital marketing strategies to promote ideas, goods and services in a global information economy.

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 545A Social Entrepreneurship 1

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 545B Social Entrepreneurship 2

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 555 Digital Media and Marketing 3

An exploration of the use of digital media in marketing and the implications this has for organizations. Students gain knowledge of the marketing process and how marketing strategies are used to promote ideas, goods, and services in the information age by concentrating on online business, digital advertising, consumer data, and social media.

BUSA 565 Marketing in the 21st Century 3

Students will be presented with foundational marketing concepts necessary to complete and execute a holistic marketing strategy and plan, including digital marketing strategies such as internet advertising, search engine optimization, and social media marketing. Contemporary digital marketing technologies will be explored in the broader context of marketing and students will understand how to effectively measure and calculate return on investment from digital marketing strategies.

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 600 Financial & Legal Aspects Social Enterpr 3

This course examines the financial and legal issues pertinent to establishing and operating a mission driven venture. Emphasis is given to the development of sound fiscal policy that adequately addresses the interests of shareholders, stakeholders, communities and society at large. The course includes a survey of laws and regulations pertaining to the operation of social enterprises with differing forms of legal ownership.

BUSA 603 Fundraising for Nonprofit 3

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

BUSA 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 622 Impact Investing for Social Enterprise 3

This course considers impact investing as a transformational vehicle for delivering social value. It explores investment opportunities along the investment spectrum by evaluating social impact bonds, equity, loans and grants options available to would-be investors seeking to invest in social transformation. The course will explore a range of financial innovation in social sector financing.

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 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 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 684 Social Entrepreneurship Capstone 3

This capstone course—anchored in praxis—explores how to create impact through social entrepreneurship. Students will define a social problem, understand its contextual realities, and develop and implement a solution. Students demonstrate that they have understood the social problem, envisioned new future possibilities, built a model for change, and devised strategies for scaling the solution.

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.

BUSA 691 Epidemiology and Public Health 3**BUSA 695 Aging and Long-Term Health Care 3**

An overview of aging and the issues which confront the senior citizen in American society. Issues explored include physical, social, economic, and psychological aspects of aging.

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 it 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 Philanthropy for the Nonprofit 3

This course will examine the timeless subject of philanthropy, beginning with 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 hour 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-semester introductory chemistry course for the liberal arts student or 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.

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 111. 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

Corequisites: Take CHEM-124 or CHEM-124W

CHEM 123 General Chemistry Laboratory I 1

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

CHEM 124 General Chemistry Laboratory II 1

Experiments are performed to introduce or illustrate the concepts studied in CHE 121 and 122. Emphasis is placed on careful recording and analysis of observations. CHE 123 develops foundational laboratory skills. CHE 124 includes an introduction to qualitative analysis, computer-interfaced data collection and scientific writing. CHE 121 must be taken concurrently with CHE 123 and CHE 122 must be taken concurrently with CHE 124. Minimum grade of C in CHE 123 is prerequisite to CHE 124. Three hours laboratory. Offered only to Esperanza College Students.

Corequisites: chem-122

CHEM 124W General Chemistry Laboratory II 1

Experiments are designed to integrate with and enhance the theory discussed in CHEM 122. Laboratory skills in pipetting, titration, dilution, measurement, and visible spectroscopy are further developed. Includes an introduction to calorimetry, pH, qualitative analysis, computer-interfaced data collection, and the use of AAS. This course is designated as a writing intensive course for science majors 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; minimum grade C

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; Minimum grade C

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; Minimum grade C

CHEM 213 Organic Chemistry Laboratory I: Techniques 1

This laboratory course introduces basic organic chemistry lab techniques such as recrystallization, extraction, chromatography (thin layer, column, & gas), distillation, and filtration in the context of synthesizing organic compounds and isolating natural products. NMR spectroscopy is introduced, and students learn to operate a 300 MHz FT-NMR spectrometer and interpret spectra. Three and one-half hours laboratory. CHEM 211 must be taken concurrently.

CHEM 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 (WIC) for science majors in biochemistry and biology as well as chemistry students. 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 213, this laboratory course equips the student with synthetic experience at an intermediate level while incorporating topics from the lecture course (CHEM 212) such as stereochemistry, stereoselectivity, functional group transformations, protecting groups, proton FT-NMR, GC and FT-IR spectroscopy, and multi-step synthesis. Three and one-half hours laboratory. Prerequisite: Minimum grade of C in CHEM 213. CHEM 212 must be taken concurrently

CHEM 230 Special Topics 1-4

Prerequisites: chem-212; Minimum grade C; 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 chem-124w; Minimum grade C

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; Minimum grade C; BIOL 152 Recommended

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; minimum grade C

CHEM 322 Biochemistry Laboratory 1

This laboratory course provides hands-on experience with common experimental techniques used in biochemical research. These techniques include expression and purification of recombinant protein from *E. coli*, affinity chromatography, size exclusion chromatography, protein gel electrophoresis, western blotting, ELISA, characterization of enzyme function by spectrophotometric assay, and an introduction to protein bioinformatics and protein structure visualization software. Includes formal scientific writing. Three and one-half hours laboratory. CHEM 320 must be taken concurrently.

CHEM 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 permission of instructor

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 in summer.

Prerequisites: chem-212; Minimum grade C or permission of instructor

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; Minimum grade C

CHEM 380 Instrumental Analysis 4

Lecture meetings include discussion of the theory, design and function 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 chem-213; Minimum grade of C

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 extensive peer review of written reports. Written reports, use of advanced instrumentation, symbolic math programming, and molecular modeling. Three hours lecture, four hours laboratory. Offered in spring in alternate years.

Prerequisites: Take CHEM-122 PHYS-152 MATH-212; Minimum grade of C

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 212/214. Open to science majors, and completes a minor in chemistry. Offered in alternate years.

Prerequisites: chem-212 chem-214; Minimum grade C

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-213; Minimum grade C

Corequisites: CHEM-411L

CHEM 411L Quantum Chemistry Laboratory 0**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 425 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 Christian worldview. By applying these ideas, issues in origins, bioethics, and environmental stewardship will be critiqued.

CHEM 495 Internship 2-12

Students may do approved chemical laboratory work in a local company. Work will be evaluated by the company supervisor and graded on a P/F basis. A literature research paper dealing with a process, procedure or topic during the cooperative experience is to be completed. With the supervisor's approval, the paper is to be presented in CHEM 425 following the completion of CHEM 495. Hours credit will be determined by the department. May be taken more than once. Course Taken Pass/Fail

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 minimum grade C-

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: PRMN-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 minimum grade C-

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 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 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 known 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 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.

Core Category: Human Behavior

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 130 Special Topics 1-3**COMM 201 Interpersonal Communication 3**

This course presents the theories, skills, and competencies required to establish and support healthy, ongoing interpersonal relationships.

Prerequisites: comm-104

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 212 Business Communication 3

An overview of the communication skills required for success in an organizational setting.

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 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: Take COMM-215, COMM-225 or ENGL-200W or permission

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.

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.

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 104 COMM 105

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 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: 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 COMM-105

COMM 340 Conflict Management 3

This course presents the theory and practice of conflict management and the mediation processes utilized to address conflict in interpersonal, family, group, organizational and other contexts where conflict occurs. Recommended for juniors and seniors.

COMM 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 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 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 or MATH-240

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 330B Special Topic: 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.

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 and MATH-161; 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 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 consultation professionals and an exploration of multicultural and social justice considerations in counseling and behavioral consultation practice. 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 BCBA exam. Students subscribe to the modules and use them through 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 grade of "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, role plays and practice with clients. A grade of B or better is required to pass. (Prerequisites: 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 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 BCBA exam. Students subscribe to the modules and use them throughout several of their ABA courses.

CPSY 565 Verbal Behavior Assessment 1

This course emphasizes the use of behavior analytic strategies and tactics in verbal behavior assessment. This course partially fulfills 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 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 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 characteristics, 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 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 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 School Psychology programs: SCSP 500, 503.

Prerequisites: Take SCSP-500, 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.

Criminal Justice (CRMJ)

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.

Prerequisites: 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: CMJ110. 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.

Prerequisites: #Take 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.

Prerequisites: Take 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 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 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 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 Practice 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 133 Liturgical Dance 2****DANC 210 Dance Anatomy and Kinesiology 3**

Students will develop and understanding of basic anatomic principles as well as movement analysis, alignment assessment, and performance enhancement by the use of kinesiological and exercise physiology principles. Upon completion of the course, students will be able to apply the principles of movement analysis to the evaluation of dance technique of self and others. Students will be able to design a thorough and effective static and dynamic corrective and performance enhancement program for use as a performer, choreographer or educator. This course will include both lecture and laboratory sessions.

DANC 230 Special Topics 1-3**DANC 230A Special Topics: Yoga/Pilates 3**

This course will include the history, theory, and practice of these two techniques—Yoga and Pilates. Students will practice mindfulness and breathing techniques as they learn active poses to reduce stress and increase balance, flexibility, concentration and Christian stewardship of the body.

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 proficiency in jazz dance by increasing practice in jazz dance styles and intricate combinations. Students who have completed Intermediate Jazz Dance may take the Practice course to enhance learning 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 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 performance. Students who have completed Advanced Modern Dance may take the Practice course to enhance learning in technique.

DANC 332 Advanced Jazz Dance: Theory and Technique 2

This course focuses on complex work in a variety of jazz dance styles. The course is intended to contribute to a jazz dance student's proficiency in technique, choreography and performance. The replication and composition of intricate jazz combinations is included in the development of such technical proficiency. Throughout the course, jazz dance will be placed within its appropriate historical and cultural contexts.

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 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, resum?s, 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 performance piece as part of their graduation requirements in the Dance Major program. Students will develop their work with the assistance of both faculty advisors and peers. The course will have no credit value attached, but will be graded and required for the successful completion of the Dance Major.

DANC 495 Internship 2-12

The purpose of a dance internship is varied and may include any or all of the following: to provide a real-life work experience, to relate theory with practice, to focus on life goals, and to seek 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 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

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 importance of using actionable dashboards that enable their organizations to make data-driven decisions.

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: Take DTSC-220; Minimum grade C

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: Take DTSC-220; Minimum grade C

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: Take DTSC-320 MATH-316; Minimum grade C

DTSC 401 Directed Study 1-3**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: #Take DTSC-320 or CSCI-325; Minimum Grade C, TR, CR

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: Take DTSC-250 and DTSC-320; Minimum grade C

DTSC 495 Internship 2-12**DTSC 498 Teaching Assistant 1-3****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 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

Businesses have come to increasingly rely on data in all aspects of operation. This course explores the various ways data science skills can be applied to business scenarios. Topics include how to identify business decision problems and formulate research questions, how to use analytical techniques in spreadsheets and R to address these issues, and how these tools can inform decision making.

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 no experience with Python.

DTSC 580 Data Manipulation 3

Students will use Python to obtain, store, and clean data. Topics include connecting to databases, web scraping, time series data, and general data cleaning and preparation. This course assumes prior knowledge of Python, NumPy, and Pandas.

DTSC 600 Information Visualization 3

A thorough investigation of data visualization, emphasizing application. Draws upon insight from the fields of sensation and perception to understand basic principles involved in data visualization. Taught in Qlik and Tableau.

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 Management with SQL 3

This course considers the ways data can be organized, cleaned and managed within and between disparate data sets. It also covers database design and the use of databases in data science applications with an emphasis on SQL. Additional topics include version control and Git.

DTSC 670 Foundations of Machine Learning Models 3

Introduction to machine learning landscape. This course will address questions such as what is machine learning? Why do we use machine learning? What is machine learning appropriate for? What is it inappropriate for? Will explore supervised and unsupervised learning, such as k-nearest neighbors, support vector machines, decision trees, and principal component analysis. Taught in Python.

DTSC 680 Applied Machine Learning 3

A continuation of DTSC 670. Further exploration of modern machine learning applications. Topics include neural networks and deep learning, including an emphasis on model selection and tuning. Taught in Python.

Prerequisites: Take DTSC-670

DTSC 690 Data Science Capstone: Ethical and Philosophical Issues in Data Science 3

Part one of the capstone in the Masters in Data Science. Students will explore contemporary ethical and philosophical issues in data science and artificial intelligence. Subjects include basic and advanced issues, ranging from social media privacy to implications of machine learning and artificial intelligence for religiousness.

Prerequisites: Take DTSC-670

DTSC 691 Data Science Capstone: Applied Data Science 3

Part two of the capstone in the Masters in Data Science. Students will also complete a capstone project integrating their learning across courses. Students will complete a project proposal, including their data source, acquisition, cleaning, analysis, and presentation intentions.

Prerequisites: Take DTSC-670

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. Grading is pass/no credit.

These credits do not accrue although students are billed for three credits.

Course is Pass/Fail

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, minimum grade C-

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 to 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 Experience 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 can learn 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 analytics, 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 as digital natives come of age. In this course you will learn about social and digital marketing storytelling and develop strategies 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 in 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 Renewal 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 Professional Paper 3

Leadership Integrative Professional Paper (3 credits)- 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 Globalization Culturally Diverse World 3

Missional Renewal in the Age of Globalization (3 credits) 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 post-modern 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 Proposal 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 utilized 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 competitive 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.

Economic Development (EDEV)

Economics (ECON)

ECON 130 Special Topics 1-3**ECON 200 Personal Stewardship 3****ECON 203 Macroeconomics 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.

Core Category: Human Behavior

ECON 204 Microeconomics 3

A study of how economic forces and policies affect the working of the economy as a whole. Topics addressed include the determination of national income and output; unemployment and inflation; monetary and fiscal policies' international trade and finance.

ECON 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 discrimination in both the U.S. and globally are covered.

ECON 230 Special Topics 1-3**ECON 230A Environmental and Ecological Economics 3**

Within the context of Sustainable Development, one cannot address the pressing issues of the global community without understanding the relationship between the economy, as a function of the social world, and ecology, a function of the natural world. Further complicating our understanding of development issues is the fact that the economic forces in play today are globalized in the same way that ecological forces work across the planet. This course applies creative research and the application of economic and ecological principles to the problems of sustainable development in a manner that allows the student to garner a deeper respect and appreciation for: 1) our responsibilities toward stewardship of the Lord's gifts; and 2) the moral imperative to harmonize our socio-economic structures with environmental realities.

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; minimum grade of C

ECON 315W Economic Reasoning Seminar 3

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

ECON 321 Financial Institutions & Markets 3

The theory and practice of commercial and central banking, with attention to the creation of money and other financial instruments, are studied. Problems encountered by both depository institutions and the economic system are analyzed. The course also explores the policies employed by commercial banks and central banks in dealing with these problems. Prerequisite: Minimum grade of C in ECON 205.

Prerequisites: econ-205; minimum grade C

ECON 323 Urban Economics 3

Alternative explanations for the existence and economic growth of urban places are examined. Students learn to evaluate an urban economy and to identify policies that would lead to development at both the city and the individual neighborhood levels. Issues such as suburbanization, zoning, housing markets, crime, education, transportation systems and discrimination are addressed. The Christian approach to urban community development is examined. Prerequisites: Minimum grade of C in ECON 204 or by permission of the instructor.

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 350 Economic Development of Third World Countries 3

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

ECON 390 International Economics and Finance 3

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

Prerequisites: econ-205; minimum grade C

ECON 400 Directed Study 1-3**ECON 480 Development Studies Seminar 3**

Beginning with a historical overview of prominent theories and approaches to development, the course analyzes specific topic areas in development studies (e.g., gender and development, sustainable development, youth and development, conflict and development, human capital formation, microfinance and empowerment, food security, HIV/AIDS and development, social capital and development, the problem of corruption) through the use of readings and case studies. The course concludes with a consideration of "transformational development" as an intentional, holistic methodology for identifying and developing effective development strategies. This course satisfies the College of Arts and Sciences Culminating Senior Experience (CSE) requirement. Prerequisites: ANTH 301, ECON 350, SOCI 409.

Prerequisites: anth-301 econ-350 and soci-409

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 513A Economic Development of Developing Countries 1

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. This is the first of two parts.

ECON 513B Economic Development of Developing Countries 2

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. This is the second of two parts.

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.

ECON 521 Economics of Social Transformation 3

This course covers foundational microeconomic and macroeconomic concepts and their practical application for the purpose of social transformation in the context of globalization, interdependence, and rapid technological change. Students will learn how the public, private, and social sectors can interact and integrate to fluidly reconcile traditional economic goals of growth and business profit with increased equity and a more just economy for all. Real world examples of co-productive collaborations among corporations, NGOs, entrepreneurial catalysts, impact investors, and other stakeholders will demonstrate the potential to develop scalable ecosystems that address market failures and deliver shared value to all participants.

Education (EDUC)

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. Ten hours of observation in a school classroom are required for this course

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. Ten hours of classroom observations required.

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 considerations 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 ten 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. Twenty hours of observation in a school classroom are required for this course.

Core Category: Human Behavior

EDUC 212 Teaching English As a Second Language Methods 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 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 study of 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.

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.

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 ten 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 384W 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 ten classroom observation hours.

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.

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 a hands-on experience in 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.

Prerequisites: EDUC-201; Minimum grade C

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 worldview 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 Language Testing & Materials 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 ten observation hours in this course.

EDUC 450 English As a Second Language Field Experience 3

This course will provide ESL certification candidates with increasing exposure to learning situations and school settings under the guidance of program faculty and trained mentors during the field placement. This field experience is closely integrated with coursework, assessment practices, and program goals. There are 50 field experience hours in this course and at least 25 hours must be completed in a public school setting.

Prerequisites: Take 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. Ten hours of classroom observations required.

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 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 505 Teaching Techniques for Low Incidence Learners 3

This course provides a hands-on experience in 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 five hours of field experience in a classroom.

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 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 Language Testing and Material 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 ten 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. Ten hours of field experience are also required 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 TOESL Field Experience 3

This course will provide ESL certification candidates with increasing exposure to learning situations and school settings under the guidance of program faculty and trained mentors during the field placement. This field experience is closely integrated with coursework, assessment practices, and program goals. There are 50 field experience hours in this course and at least 25 hours must be completed in a public school setting. This is a capstone class.

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 570 Literature for Children and Adolescents 3

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

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. Approximately 10 hours of classroom observation is required.

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. Approximately 10 hours of classroom observation is required.

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. Approximately 10 hours of classroom observation is required.

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. Approximately 10 hours of classroom observation is required.

EDUC 587 Instructional Leadership and Supervision With Field Experience 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. (This course was previously offered as EDUC 608.)

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 589 Principal As Instructional Leader Internship 3

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).

EDUC 598 Leadership Models for Effective Educ I 3

The student will integrate course work with on-site activities and field experiences necessary for the successful principal to focus understanding of the school principal as a 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 and examining school law and ethics. Student interns will complete 60 field placement hours (a total of 360 internship hours are required for certification).

EDUC 599 Leadership Models for Effective Educatio 3

The student will integrate course work with on-site activities and field experiences 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 budget 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 60 field placement hours (a total of 360 internship hours are required for certification).

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 600 or 601 or 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 evidence-based instruction through the use of assessment and observation. Students will examine, explore, and implement assessment tools such as various informal reading inventories (IRIs), curriculum-based assessments, spelling and phonics assessments, literacy self-perception and attitude scales for the purpose of increasing literacy development. Focus will be given to effective home-school partnerships by communicating results and recommendations with parents. Examination of Response to Intervention (RtI) and Response to Instruction and Intervention (RtII) processes, universal screening, progress monitoring, multi-tiered instruction, and research-based interventions will be included. Students will write an in depth literacy report detailing a student's literary development and recommendations for continued growth and development.

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 607 Supervision of Instruction 3

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

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.

EDUC 612 Reading Specialist Practicum 3

This course enables students to demonstrate through supervised field experience the management of the instructional environment and planned instruction through collaboration with other professionals. Students will also select, implement and adapt effective institutional strategies for a variety of instructional levels including diverse learners. Selecting, developing and administering assessments that involve multiple indicators of student progress and the development of individualized education plans (IEP) for students, will also be addressed. Demonstrating and fostering professionalism and ethical behaviors are expected. (75 field experience hours).

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, school nurse service improvement, policy determination, staff development, budgeting, and role analysis and program evaluation.

EDUC 617A Advance Seminar in Multicultural Education: Trauma Informed Intervention In School Setting 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 allowed to repeat this course once to earn up to 6 credits. (Prerequisite: EDUC 417 or EDUC 517)

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. (Prerequisite: 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.

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. Before enrolling in this course, students should have completed at least one methods course (EDUC 571, EDUC 572, EDUC 573, or EDUC 574) or have 2 or more years of teaching experience.

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 681 Teaching Techniques for Low Incidence Learners 3

This course provides a hands-on experience in 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 five 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.

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 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 880 Educational Leadership Practicum 3**

EDUC 920 Dissertation I 3

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 and 891 Dissertation Proposal is a prerequisite to this course and subsequent dissertation courses.

Prerequisites: #Take EDUC-890 EDUC-891

EDUC 921 Dissertation II 3

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.

Prerequisites: #Take EDUC-920

EDUC 931 Dissertation Continuation 3

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. This process often takes longer than a traditional semester. This course can be taken for multiple semesters until the research and dissertation process is completed and approved.

Prerequisites: #Take EDUC-920 EDUC-921

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 for students planning to work as writing assistants in Eastern's Writing Center. Topics include writing center theory, effective interpersonal communication, and the teaching of grammar and writing strategies. Prerequisites: 3.0 cumulative GPA and interview with Writing Center staff during the spring semester prior to course.

ENGL 299 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 245, ENGL 299, ENGL 340, ENGL 341, ENGL 343, or ENGL 344.

Prerequisites: Take ENGL-245W ENGL-299 ENGL-340 ENGL-341 ENGL-343(3103) or ENGL-344; Minimum grade C

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 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 nineteenth-century Russia. Students who complete this course will be able to identify key Russian authors, their critiques and concerns with Russian Society, and integrate this information into an analysis of how Russian literature was both shaped and helped shape Russian life.

ENGL 337 Modern Greek Literature Translation 3

The course treats both prose texts and poems by modern (post 1800) Greek writers. It will emphasize, *inter alia*, the texts' distinctively Greek character (i.e., how they reflect Greek life, manners, culture, religion, philosophy, politics, etc), and thus what makes them witness to modern Greek culture, thought, and life. Four main questions or themes dominate the calendar of class readings. These questions will be augmented by visits to Greek festivals and Greek parishes, movie nights (with Greek cuisine), and visits to area museums.

ENGL 340 Advanced Writing: Essay 3

A workshop course that includes analysis and writing of short and long forms of contemporary creative nonfiction such as the personal essay, the formal essay in its modern expression as literary or immersion journalism, and the lyric essay. Attention is given to invention, research, and manuscript revision and preparation for publication. Enrollment is limited; junior and seniors are given preference.

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 practical 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; minimum grade C

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; minimum grade C

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; minimum grade C

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: Take ENTR-105 FINA-350; Minimum grade C

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 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.

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; Minimum grade C

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; Minimum grade C

EXSC 360 Sports Psychology 3

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

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; Minimum grade C

EXSC 400 Directed Study 1-3**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; Minimum grade C

EXSC 416 Exercise Metabolism 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; Minimum grade C in each

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-395 and EXSC-352; Minimum grade C in each

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.

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; Minimum grade C in each

EXSC 498 Teaching Assistantship 1-3**EXSC 499 Research Assistantship 1-3**

Finance (FINA)

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: Take ECON-203

FINA 321 Financial Institutions & 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; minimum grade C

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.

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-107; minimum grade of C

FINA 365 Principles of Insurance 3

Principles of risk-bearing and insurance are explored in this three (3) credit course. Life and property-liability insurance needs of the individual; types of carriers and insurance markets; organization and functions of carriers; and industry regulation are also explored. The course also explores personal, family, and business uses of life insurance products, as well as policy illustrations, cost comparison methods, income and estate taxation, policy provisions, marketing ideas, and ethical issues facing the financial advisor. A review of the selling/planning process for life insurance product solutions is also provided. Prerequisite: Minimum grade of C in ECON 205.

Prerequisites: Take ECON-205

FINA 375 Fundamentals of Estate Planning 3

This three (3) credit course provides a basic understanding of the estate and gift tax system, including strategies of estate planning. Covers various aspects of estate and gift tax planning, including: Nature, valuation transfer, administration, and taxation of property; Gratuitous transfers of property outright or with trusts, wills and powers of appointment; Valuation of assets; Buy-sell agreements; Client interview/fact finding; Ethical standards. Prerequisite: Minimum grade of C in ECON 205.

Prerequisites: Take ECON-205

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-350 or FINA-360; Minimum grade C

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; minimum grade C

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: Take FINA-430; Minimum grade of C

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 composers from each period of music (i.e. Baroque, Classical, Romantic and 20th century). In addition, this course enables the student to gain appreciation for the glorious art of singing, to observe the role of the orchestra in opera, to recognize the importance of the literary text or libretto, and to observe opera's 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 designed 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 230C Social Justice and the Arts 3**

Social Justice in the Arts is a 3 credit course designed as a requirement for the Knowledgeable in Doing Justice core course, and as an elective for other students in the Fine and Performing Arts programs. 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 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 opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: Grade of B in 100-level course or 3+ years of high school French.

FREN 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 predominantly a film course looking at the French-speaking cultures from different regions of the world: West Africa, South East Asia, the Caribbean and North America (Quebec).

Themes will include colonization, independence, ethnic/religious/ racial diversity, post colonialism and globalization. This course counts as Knowledgeable about Global Diversity and will not apply to the French minor or language requirement.

FREN 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

German (GERM)

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 texts from the Greek New Testament.

GREE 498 Teaching Assistant 1-3

Health and Physical Education (HPED)

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.

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.

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.

HPED 418 Curriculum Development and Administration in Special & Physical Education 3

This class will examine essential topics in the areas of developing curriculum and of administering 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 419 Methods of Special, Health, and Physical Education 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 422 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 518 Curr/Admin Developmental, Special HPE 3

This class will examine essential topics in the areas of developing curriculum and of administering 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 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 K-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 K-12 students. 10 hours of Field Experience is required.

HPED 522 Topics in Special Health & PE 3

This class will examine contemporary topics in K-12 health education, including IDEA and special education, 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 inclusive classroom, with the focus on facilitating classroom discussions based on relevant research and current events.

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 Fld Exp 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 for students. An understanding and use of effective techniques from the skills gained can be used in class, gym, field and non-traditional settings.

HPED 554 Field Experience in Gymnastics, Dance, 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.

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.

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, safety and emergency measures, mental health, sexuality and family 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**

HSCI 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 competency.

HSCI 560 Community and Environmental Health 3

The primary focus is on issues related to disease prevention, individually, in the community and the nation. Mental and spiritual health, substance abuse, and consumer and environmental issues will be analyzed.

HSCI 601 World Health Issues 3

World Health Issues will explore global health problems that affect the developed and the developing world. Understanding international health care needs and issues will better equip health care planners, educators and providers to deliver culturally competent care in 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.

Healthcare Administration (HMGT)

HMGT 519 Accounting and Finance for Healthcare Managers 3

This course concentrates on health care organizations' accounting and financial decisions in the transforming health care setting. It provides an understanding of basic accounting principles and an introduction to financial management, including budgeting for managerial control, planning, cost accounting and financing health programs. The course examines the legal, regulatory, and ethical obligations critical to reliable financial management. The goal of the course is an understanding of how to improve organizational decision-making based on financial, social, and ecological metrics. Prerequisite is BUSA 509, undergraduate accounting & finance coursework, or relevant business experience.

HMGT 520 Healthcare Technology & Information Management 3

This course introduces the student to the basic components of Health Information Technology (HIT). It is designed to familiarize health professionals with the principles of health care information systems design and management. The course provides an understanding of current trends in information technologies as well as insight into future HIT operating models. The course prepares health care professionals to understand the role of information technology in the success of the health care delivery.

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 successfully 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 Health 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 through the lens of various delivery systems 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 691 Epidemiology and Public Health 3

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

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 emphasizes 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.

HMG 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 through the use of risk assessment tools and protocols; and navigate through the complex space of regulations, policy, and certifications.

HMG 698 Healthcare Governance and Legal Management 3

The course examines the basic principles and practices of law and introduces the student to the relationship of law to health care, including liability, government regulation, financial and ethical issues, contracting, and negotiation and dispute resolution. Additional dialogue will include discussions on how the law supports or hinders current efforts to improve health care delivery systems.

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 historical writing. It will assist students in developing a sound appreciation of the recent challenges to historians and their craft from (largely) literary quarters- especially from deconstructionists of various stripes and commitments. We will negotiate what is actually an old problem in epistemology- the essential tension as it were between knowing everything and knowing nothing, in this case about the past. Integral to this pursuit will be to cultivate a Christian understanding of this great debate, conversation, between modernity and the Enlightenment and its post-modern challengers. 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 examine 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 until 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 Mediterranean 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 Ethnicity 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.

Prerequisites: HONR 140

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.

Prerequisites: HONR 160

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 the 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 with 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 life. On this 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 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 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 400 Senior Honors Thesis 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 addresses 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, why, and are they helpful? What philosophies 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 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 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: Disciplina & 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 discussions 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 discussions 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

INST 213 Heritage of India 3

This is a course in the history, literature, philosophy, and values of India. The Indian civilization covers a 4,000-year span and includes influences from the Middle East, China, and Europe; yet it has had a consistent tradition of its own. We will examine the Indian perspective through its current social structure, religion, literature and the arts, and by archeology and writings of past centuries. Throughout, we will give Christian critique as well as appreciation for the thoughts and practices that this civilization has produced.

Core Category: Cultural Perspectives

INST 214 Africa's Triple Heritage and the Modern World 3

This course explores the nature and impact of the modernization process and modernity on the African continent. A review of the history of the Triple Heritage (African indigenous, Islamic and Western Christendom) will acquaint the student with the primary ideas and traditions that shape the African outlook. A model of modernity as it has developed most fully in the West will be elaborated and a critical exploration of its applicability to African experience will be probed. Biblical and theological questions and resources will be explored in order to construct a Christian worldview in Africa.

Core Category: Cultural Perspectives

INST 215 Heritage of Native North American Peoples 3

This course will cover origins of the earliest Americans and the subsequent development of culturally distinct areas across North America, and will identify and explore historical and cultural contributions. Specific contemporary problems and issues, the current status of Indians' struggle for survival, and implications for the future and ongoing contributions of the American Indians to the greater American culture will be investigated.

Core Category: Cultural Perspectives

INST 217 Poverty, Oppression and Development in Africa 3

The course deals with why Africa, particularly sub-Saharan Africa, is mired in poverty, oppression, and underdevelopment, and discusses the alternative development approaches and strategies sub-Saharan African communities could follow.

INST 218 Heritage of Islam 3

This course will explore the history of Islam, and the beliefs, practices, institutions, and social lives of Muslims. The course will stress appreciation and understanding of Islam and will include critique from a Christian perspective. We will learn the Arabic names for various aspects of faith and piety. We will consider the Qur'anic references to Jesus and Christians, various Islamic interpretations of these passages, and possible responses. We will examine the conflicting faces of contemporary Islam throughout the world, its varied political expressions, and its answers to contemporary social issues. The course will seek to prepare students form informed interaction, cooperation, and dialogue with - and Christian witness to - the Muslim community.

Core Category: Cultural Perspectives

INST 219 Heritage of Brazil 3

This course will examine the history, culture, literature, and religions of Brazil. Three land masses and three people groups make up this huge diverse nation. Native American, Portuguese and African blending created Brazil's rich, fascinating identity and heritage. We will survey Brazilian civilization over a 500 year span beginning with its Indigenous people and moving to first contact, slavery, colonization and independence up to today. Throughout, we will engage a Christian worldview and appreciation for the thoughts and practices that Brazilian people have produced, and their significant presence on the world stage.

Core Category: Cultural Perspectives

INST 222 Foundations of Critical Thinking 3

This course assists students in developing the ability to reason logically and assess the value and validity of persuasive communication. Topics include components of sound argument, quality of arguments, ambiguity in communication, standards of thinking, identification of assumptions, and examining supportive evidence. This is a foundational course drawing on the disciplines of philosophy and other disciplines.

INST 225 Community Development Seminar 3**INST 230 Special Topics 1-3****INST 270 Justice in a Pluralistic Society 3**

This interdisciplinary course uses both biblical and philosophical frameworks to examine the complexities of social justice in a pluralistic society. The focus is on the United States, with connections to the global community. Principles of social justice are used to explore issues of race, gender and class. Emphasis is placed on the student understanding her/his own identity and life situation, including what values, attitudes and knowledge have shaped her/his own worldview. Attention is given to students developing skills in interacting with people from diverse groups and in bringing about social justice in the larger society.

Core Category: Social Justice

INST 271 Justice in Caring for Vulnerable Populations 3

This is an interdisciplinary course that employs biblical and philosophical frameworks to examine the complexities of social justice within the United States health care system. Principles of social justice will be identified as issues of ethnic group membership, gender, and class. Participants in the course will explore these issues as they occur within the context of health care for vulnerable populations, health disparities, and health literacy. This course fulfills the breadth core requirement of Knowledgeable in Doing Justice.

Core Category: Social Justice

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 300 Leadership Development: Practicum for Current Student Leaders 1

A practicum for students holding leadership positions in campus groups. Participants will consider different leadership styles, the functions of a leader, group dynamics and communication skills, while identifying and exercising their own individual leadership styles. Prerequisite: permission of the instructor. Grading is P/F.

Course is Pass/Fail

INST 310 The Twenty-First Century World 3

This serves as an introduction to discussions and assignments for technologically enhanced and distance-learning formats. The students and instructor establish a community of learners.

INST 330 Special Topics 1-3**INST 350 Judeo-Christian Perspectives on Leadership 3**

Examples of Old and New Testament leadership are studied in the context of God's relationship with humankind throughout the Bible narrative. Application of contemporary leadership theories will be emphasized. Students compare and contrast leaders in the Bible with examples of leadership in their professional and personal lives.

INST 395 Field Experience 1-3

Course is Pass/Fail

INST 430 Special Topics 3**INST 480N Christian Marriage 3**

In this course, students will have an opportunity to reflect christianly on the institution of marriage. This will include examining how attitudes toward marriage are shaped by our upbringing in our families, in the church, and in society; thinking and talking in detail about Christian scripture and tradition as they relate to marriage; and considering a variety of aspects of and challenges to marriage that confront people who are married or who may be considering marriage. We hope that this will help those of our students who are unmarried to make wise decisions about whether and whom to marry, will help those who are married, and those who may eventually marry, to live out their marriages faithfully and well, and will help all our students to mature in ways that will enable them better to live out their Christian vocations in either the married or the single state.

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, morphology and syntax. Special attention given to the Indo-European languages which led 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 Modern Languages 3

The course offers guidance and practice in teaching language courses at the PK-12 level: proficiency-based instruction, lesson planning, assessment, individual learning styles, materials design and the use of new technologies in instruction. Course should be taken senior year before student teaching.

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.

Latin (LATN)

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.

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.

Course is Pass/Fail

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 511 Global Perspectives of Management Leadership, and Ethical Issues 3

This course introduces the social, moral and ethical demands and responsibilities of corporate leaders in the global marketplace. Today, the social consciousness of an organization must be articulated, via a deliberate strategy, including, but not limited to, influences from business law, ethical theories, biblical standards, and regulatory compliance. Students will investigate the definition of professional conduct.

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 550 Management Communication 3

This course studies the critical role of effective communication in business, including such issues as successful negotiation, intercultural protocol, cross-gender relationships, and conflict resolution.

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 610 Talent Development and Performance Management 3

This course examines management practices that facilitate the development and maintenance of a sustainable talent pipeline. Students will explore how execution-capable organizations identify core competencies and infuse those competencies throughout the workforce, the role and impact of organization member motivation in executing strategy, and how opportunity for meaningful contribution advances organization achievement.

MNGT 613 Managing Project Teams 3

This course examines the behaviors and practices of managers that foster a norm of successful project execution across the organizational ecosystem. Theories and processes related to group behavior and interpersonal dynamics will be introduced along with an overview of proven project management methodologies. Major topics include determining project scope through problem identification, risk assessment and mitigation, virtual working, and the manager's role in sustaining healthy organizational environments that maximize stakeholder engagement and team outcomes.

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 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 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 695 Internship 3

Each internship credit represents 40 hours of professional work experience.

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

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

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 2

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, Psychopharmacology, 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 practice of marriage and family therapy. 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 practices 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 demonstrating 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

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

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

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

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 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 fulfillment 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 Systems Theory and Practice 3

As a continuation course from MRMF 815, 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 a multigenerational systems orientation will be emphasized. Opportunity is provided for clinical involvement through simulated family and marriage configurations.

MRFM 850 Couples Therapy Theory and Practice 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 biopsychosocial/spiritual 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 Special Topic: Research in Marriage and Family Therapy 3

This graduate research methodology course introduces doctoral of arts 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 management and validity, methodology, bridging research and practice, academic writing, and ethics in research including navigating the Institutional Review Board (IRB).

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 900 Doctoral Project 3

The completion of the doctoral project in Marriage and Family is intended to demonstrate the student's ability to identify relevant themes in the literature and address them critically, and to formulate appreciation of theory into practice within couples, family, and individual counseling. Faculty assist the student in identifying appropriate topics and formats including case study, theoretical reformulation and integration of theory and theology.

MRFM 905 Practicum in Marriage and Family Therapy 3

This Field Supervision course is offered in three consecutive semesters, Spring, Summer and Fall in which students accrue a minimum of 300 supervised hours of direct service to clients in an approved clinical setting. The course covers topics of: professional roles and functions in clinical settings, ethical decision making, strategies for providing marriage and family therapy with diverse populations. The course also examines issues of pedagogy for the Marriage and Family practitioner. This course is pass/no credit.

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 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 104 Finite Math 3**MATH 105 Math of Finance 3****MATH 106 Calculus for Management, Social and Life Sciences 3****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 140B College Algebra (Bi-Lingual Chinese/En) 3**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.

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; Minimum grade C

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 practical 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; Minimum grade C

MATH 310 Number Theory 3

An introduction to elementary number theory and its applications, particularly in the field of cryptography.

Prerequisites: MATH-240; Minimum grade C

MATH 314 Math Statistics 3**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; Minimum grade C in each

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: Take MATH-315; MINIMUM GRADE C

MATH 320 History of Mathematics 3

A survey of how mathematics has developed over the past 5000 years; beginning with the origin of math in the ancient civilization of antiquity progressing through the 20th century. The course will concern itself primarily with mathematical content. Various examples of the development of mathematical areas are studied, with a particular focus on the development of geometry from Euclidean geometry through modern non-Euclidean geometry.

MATH 330 Special Topics 1-4**MATH 330D Number Theory & Cryptography 3****MATH 330G Partial Differential Equations 3****MATH 330H Inverse Problems 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 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 tools MatLab and Mathematica.

Prerequisites: Take MATH-244

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; Minimum grade C

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: Take MATH-240; Minimum grade C, TR, CR, WV

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; Minimum grade C

MATH 405 Complex Variables 3**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; Minimum grade C

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: Take MATH-240; Minimum grade C, TR, CR, WV

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 complex web design and mobil app development projects using Dreamweaver, Wordpress, 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 communication 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 conceit to post-production and distribution. By the end of the semester students will be able to 1. Know the principles of design and 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 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 semester 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 distribute 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 writer 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 techniques in pre-production, videography/cinematography, lighting, sound, post-production, distribution, and summative evaluation as you 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 effects 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 responsibility, 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 broadly 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, ecumenism, 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 violin and viola in the elementary and secondary public school environments.

MUSI 191 Instrumental Ensemble 1

One-year activity courses. Both semesters must be taken to receive credit. St. Davids Orchestra Society, Eastern Winds, Eastern Jazz Ensemble, Jazz Combo, MIDI Ensemble, Percussion Ensemble, Flute Ensemble, and Eastern Strings are comprised of players interested in repertoire of various performing forces. The ensembles perform on and off campus. All ensembles are open to all students by audition. Membership is required for both semesters.

MUSI 192 Instrumental Ensemble 1

One-year activity courses. Both semesters must be taken to receive credit. St. Davids Orchestra Society, Eastern Winds, Eastern Jazz Ensemble, Jazz Combo, MIDI Ensemble, Percussion Ensemble, Flute Ensemble, and Eastern Strings are comprised of players interested in repertoire of various performing forces. The ensembles perform on and off campus. All ensembles are open to all students by audition. Membership is required for both semesters.

MUSI 195 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 Connections II 3

A course designed to examine the music of the Classical and Romantic periods. Included will be an interdisciplinary approach to the concurrent developments in society, theology, philosophy and art. Composers, program music, symphony, chamber music, opera, church music, lieder, and music for the piano will be studied and analyzed. The student will be responsible for independent and group research and class presentation. Writing-intensive course. Prerequisite: Minimum grade of C in MUSI 305.

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 music 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 curriculum. (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, Ableton, 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 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.

Prerequisites: MUSI-204; Minimum grade C

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 can be 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 of writing involving strings, woodwinds, brass, percussion, and to a lesser extent, world instruments and experimental and unconventional sound making objects. Ranges, sound properties, performance techniques, and notation will be included.

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 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 210 Health Care Ethics and Christian Nursing 3**

In a world where legal, financial, scientific, religious, societal and personal concerns converge when making healthcare decision, nurses must be prepared to critically reflect, choose, and guide others in these directions. Participation in this course will provide students the opportunity to explore the foundations of ethical behavior as well as address how Christian faith molds nursing practice. The course will offer the student an opportunity to examine and evaluate the various factors and relationships that impact health care decisions.

NURS 215 Scholarly Writing in Nursing 3

Scholarly writing in nursing communicates knowledge, expertise, and advances the profession. This course explores the process of scholarly writing and provides students the opportunity to develop their writing skills. Students will practice the craft of academic writing and become effective writers by the end of this course.

NURS 230 Special Topics 1-3**NURS 250 Academic Nursing Essentials 3**

This course introduces students to the language of nursing, critical thinking, and the essential academic skills necessary for success in nursing. Students will explore nursing history, evidence based practice, scholarly communication both oral and written, and the nursing process. Students will also examine the role of technology and its impact on nursing practice, privacy, confidentiality, and health care.

NURS 301 Health Care Informatics 3

This course will examine technology and its impact upon nursing and the healthcare industry. The students will explore how computers are utilized in education, practice, administration and research. Students will review software for its applicability in nursing and healthcare. Students will learn about word processing, electronic mail, computerized literature searches, Internet research, and electronic presentation software. (This course must be the first course taken in RN/BSN Program)

NURS 302 Theoretical Foundations of Nursing 3

An overview of the historical, political, conceptual and theoretical development of the profession of nursing. Special attention is given to the scientific nature of the profession as well as the characteristics of its professional practitioners. Prerequisite: NURS 215.

Prerequisites: NURS-215

NURS 303 Psychosocial-Spiritual Assessment 3

This course focuses on psychosocial-spiritual assessment of individuals at all ages of the life span. Topics include culture/ethnicity, sexuality, stress, loss/grief, group process, communication, values, family theory, crisis theory, alternate health care modalities, and bioethical issues. (Pre- or corequisite: minimum grade of C+ in NURS 302)

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 306 Health Promotion and Health Education in Nursing Practice 3

This course is designed to focus on the role of the practicing nurse in the promotion of health and the provision of health education. Students will explore the concepts of health promotion and disease prevention as the challenge of the 21st century. Students will also have the opportunity to discuss and apply teaching and learning theories. The central role of the nurse as a primary health educator will be explored. Pre- or corequisite: NURS 305.

Prerequisites: NURS-305

NURS 307 Theoretical & Practical Foundations of Holistic/Integrative Nursing & Health Promotion 3

A theoretical and application oriented course that focuses on psychosocial-spiritual assessment of individuals across the life span and at end of life. Evidence-informed, holistic/integrative strategies for promoting health, healing, and providing holistic nursing care are explored.

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 395 Field Experience 1-3**

Course is Pass/Fail

NURS 400 Directed Study 1-3**NURS 401 Population Focused Nursing: a Global Approach 3**

This course focuses on critical historical landmarks in public health nursing, essential existing nursing roles in population-focused care of individuals, families, and aggregates in a variety of local and global community settings. The course will engage students in the process of exploration vis-à-vis community assessment skills and epidemiological principles that guide public health policy, funding, and programming. National and international, public, private, and faith-based population-focused organizations will be examined, as well as national and international policies, goals, and efforts that address global health issues from both a holistic nursing practice perspective and a Christian world view.

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 405 Senior Seminar/Practicum 3

This course offers students an opportunity to focus on the theoretical and practical process of leadership, teaching/learning, research and writing. Students are encouraged to look at healthcare environments and the healthcare "business" in general through new lenses, with an eye on transformation of these environments using evidence and holistic philosophy. Through discussion of readings and student-led seminars, a variety of topical areas of importance to the nursing profession will be evaluated. Seminar leadership and participation is based on a synthesis of knowledge derived from theory and research. The practicum component requires the student to collaborate with a faculty advisor and an agency resource person in the design and implementation of an individualized practicum. A holistic evidence based practice application project is required.

NURS 406 Critical Thinking Through the Nursing Process 3

Critical Thinking is designed to augment the registered nurses' existing critical thinking knowledge base. Because critical thinking skills are essential to the nursing process, and are enhanced with clinical scenarios and actual nursing activities, this course will take place in the nursing laboratory. Emphasis will be placed on the expected actions of the professional nurse in response to patient care needs and collaboration with the health care team. This course will be interactive and it is the expectation that each nurse will exhibit the ability to problem solve, make appropriate decisions, think and act proactively, and evaluate courses of action, all within the context of the nursing process, and from a Christian worldview. This course will also include multicultural, ethical, and holistic practice issues across the lifespan.

NURS 406L Critical Thinking Laboratory 0**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 450L Pediatric Nursing Clinical Lab 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 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. 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 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 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 552 Advanced Communication and Collaboration 3

This course focuses on the use of communication techniques and systems to improve quality, safety, and advocacy in advanced nursing practice. Patient-care technologies used to coordinate and deliver care within an interdisciplinary team model are explored. Interpersonal and relational strategies are evaluated with an emphasis on leading, collaborating, consulting, and teamwork within professional environments. Holistic methods and tools related to quality improvement and safety within organizations are investigated within the contexts of complex communication and information systems.

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 considered part of the holistic assessment and therapy.

NURS 556 Pathophysiology, Assessment, and Therapeutics II 3

This systems-based course focuses on advanced knowledge and practice related to pathophysiology, pharmacology, and assessment of the whole person while building upon learning from NURS554. Alterations in physiological systems across the life span and special populations will be explored through a holistic lens. Cultural and environmental influences are considered part of the holistic assessment and therapy.

Prerequisites: Prerequisite: NURS-554 and NURS-566 Minimum grade C, TR, CR

NURS 558 Direct Care Practicum Experience 2

This direct care practicum is an opportunity for graduate nursing students to practice advanced nursing care with individuals, families, and populations while analyzing the impact of advanced practice nurses on health outcomes. Emphasis will be on the application of advanced knowledge and skills related to pathophysiology, pharmacology and therapeutics, health assessment and health education as part of the interprofessional health care team. Direct care may be provided in a wide range of settings, and experiences are designed to prepare students to provide advanced nursing care.

NURS 560 Translating Research for Evidence Informed Practice 3

This course builds on knowledge acquired during undergraduate nursing research. Student will develop their ability to critically appraise research and apply findings within healthcare settings to resolve practice problems, initiate change, and improve quality. Course content includes exploration of research methods and design as well as relevant technology, information systems and accessing databases. Application of findings and translation of evidence to practice will be the main focus with an emphasis on use in organizational decision making, improvement of academic and clinical environments, and nursing care. The opportunities for master's prepared nurses to identify problems for research, generate researchable questions and collaborate with others in the conduct of research will be examined. Students will identify a real-world problem and develop a plan to translate evidence to praxis.

Prerequisites: Take NURS-566

NURS 562 Population Health: Prevention, Promotion And Policy 3

This course prepares the student to evaluate systems and policies pertaining to healthcare with the aim to improve quality of care, eliminate disparities, and promote collaboration between professionals and organizations. Concepts related to epidemiology, genomics, culturally and linguistically appropriate services, and interprofessional 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, learners explore types and levels of nursing leadership, distinctions between leadership and management, as well as knowledge, attitudes, and skills necessary for effective leadership in all types of healthcare-related environments, whether in classrooms, administrative roles, or on departmental or institutional committees. Learners will review attributes of critical thinking and will examine their own biases and frames of reference as they relate to leadership. Relevant leadership theories will inform discussions about the challenges of leading in diverse, seemingly complex chaotic healthcare and academic environments. The values of integrity, authenticity, emotional and cultural intelligence, self-awareness, ongoing self-care, conflict resolution, communication, and relational skills will be emphasized. Enhanced understanding of effective team building, mentoring, organizational structures, organizational culture, governance, and leadership processes will serve as a foundation to develop strategies aimed at transforming environments.

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 600 Special Topic: Pa School Nurses and Practitioners Annual Update in School Nursing 1**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 course highlights the roles and responsibilities of nurse educators and clinicians in the academic and healthcare delivery environments. With an emphasis on the design and implementation of innovative teaching and learning, the course includes strategies applicable to various delivery formats including on ground, hybrid, and online while recognizing the needs of diverse learners in both academic and healthcare environments. The 24-hour direct care practicum focuses on a specified area of clinical practice including opportunities for inter-professional collaboration. This practicum challenges students to strengthen their advanced nursing skills and knowledge while concentrating on the processes of teaching and learning of critical thinking, clinical reasoning, and clinical judgement. Strategies for addressing the complex health education needs of individuals and population are considered.

NURS 632 Curriculum Design and Revision 3

In this course, students will focus on the connection between institutional vision, mission, and values on curriculum design, development and revision. The students will examine the relationship between curriculum design, teaching learning processes, and student success in nursing education, high stakes testing situations, and professional development. Clinical teaching and performance evaluations are highlighted as part of the curriculum implementation and practicum. To advance knowledge and assessment skills, students will complete a 24 hour practicum with a nurse educator/clinical nurse specialist/ masters-prepared clinical nurse educators/masters-prepared school nurse to achieve professional, specialty, and course related objectives. An onsite practicum experience will provide the student an opportunity to apply sciences, theories, concepts, to advance direct patient-centered care and nursing education.

Prerequisites: Take 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 evaluations 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-informed models to facilitate a classroom activity and construct a personal teaching and learning philosophy that will serve as a foundation for a role as a nurse educator focusing on achievement of course and personal learning objectives.

Prerequisites: Take NURS-632

Corequisites: Take NURS-650A.

NURS 650A Capstone: Part A 2

In this course, students will be challenged to generate innovative and evidence-informed strategies to address contemporary issues in nursing education and healthcare. Students will implement and disseminate the results of their culminating scholarly projects through written and verbal presentations using a variety of methods and technologies. Students will practice critical appraisal of the scholarly work presented.

Corequisites: Take NURS-634

NURS 650B Capstone: Part B 2

In this course, students will be challenged to generate innovative and evidence-informed strategies to address contemporary issues in nursing education and healthcare. Students will implement and disseminate the results of their culminating scholarly projects through written and verbal presentations using a variety of methods and technologies. Students will practice critical appraisal of the scholarly work presented.

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 565 Organizational Behavior 3**

This course examines the socio-psychological aspects of organizational management. Students will gain an understanding of the effect of individual and group behaviors on organizational performance and learn key leadership and management techniques to harness these dynamics for organizational success.

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 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 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 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 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 prerequisite 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 faculty 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.

Course is Pass/Fail

LEAD 921 Dissertation II 3

Prerequisites: LEAD-920

May take Pass/Fail

LEAD 922 Dissertation III 3.00000

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 prerequisites 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 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.

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

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 patients 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 forces 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, beginning and end of life issues (abortion, euthanasia), medical experimentation, doctor-patient interactions (informed consent, honesty, paternalism), and genetic engineering (gene therapy, genetic modification). 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.

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 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, meteorology, 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 objective 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 lecture 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 330D The Politics of Northern Ireland 3**

The course examines the principle debates and issues in Northern Irish politics, beginning with analytical survey of the history of the state. It will focus on the breakdown of the system of government in Northern Ireland during the 1960s and examine the factors that led to the political violence known as 'the troubles.' A number of questions will be examined. The course concludes with an examination of the difficulties implementing the 1998 Belfast Agreement, in particular the controversial issues of decommissioning of weapons, continued paramilitary activity, and police reform. Throughout the course students will be encouraged to analyze Northern Ireland in its international context and in comparative terms.

POLI 330J Latin American Politics 3

This course serves as an introduction to Latin American politics of the late 19th century to the present. It will explore the political development, institutions, and processes of Latin American countries. We will do this by examining the character and influence of the colonial legacy, political leaders, institutions, and cultures, economies and their development, and international actors such as the UN, OAS, and IMF and, of course, the United States.

POLI 3300 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 331 Political Behavior 3

A survey in the many areas of individual and group political behavior. Topics include political development and socialization, political psychology, political parties, religion in politics, mass media, and social movements.

POLI 332 The American Presidency 3

Examines historical ideas of the office, its historical development and its present setting in American politics. Topics include the presidency and the Constitution, the President and Congress, the President as chief executive and campaigning for the modern presidency.

POLI 333 Campaigns and Elections 3

This course explores the fundamental factors that influence voting behavior and campaigns in the United States. While we will primarily focus on general elections for the presidency, we will also consider primaries and caucuses as well as Congressional elections. The course will place an emphasis on the role of elections in a democracy, voting from a Christian perspective, and greater questions of democratic and representative theory.

POLI 334 Congress and the Legislative Process 3

This course explores the history and development of the United States Congress and examines the fundamentals of the legislative process. Special attention is paid to Congress in the Constitutional system, Legislative leadership, and Legislative decision-making.

POLI 342 Constitutional Law II 3

A study of the U.S. Supreme Court and its special role in American government and society. This course examines First Amendment rights, Bill of Rights protections, and the separation of powers. Specific areas focus on separation of church and state, free speech and censorship, freedom of association, and the relationship between the states and the national government.

POLI 350 American Foreign Policy 3

This course 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, Hegel, 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, Part 1)

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 discussions 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 discussions 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 discussions 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 the Presence 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 of God)

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 be 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

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 C

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.

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

PSYC 220 Statistics for the Social and Behavioral Sciences 3

Course covers meaning, purposes and processes of statistical methods; sampling; graphic representations of data; measures of central tendency and variability; normal distribution; hypothesis-testing and inference; t-tests; analysis of variance; correlation; and chi-square. Factors influencing statistical power (effect size, sample size, etc.) are emphasized. This course stresses practical application of theory within the field of psychology, including the use of SPSS.

Core Category: Mathematics

Prerequisites: PSYC-100; Minimum grade C

PSYC 225 Biospsychology 3

Biological Psychology is the study of behavior from evolutionary, genetic, and physiological perspectives. Specific topics include evolutionary and genetic approaches to the study of behavior, intra and interneuronal signaling, neuroanatomy, sensation and perception, motor systems, sleeping and dreaming, motivated behavior (eating, drinking, temperature regulation), reproductive behavior, and emotion.

PSYC 230 Special Topics 1-3**PSYC 230C 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.

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 PSYC320.

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

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

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

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

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

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. Prerequisite: Minimum grade of C in PSYC 100.

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.

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.

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

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.

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

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)

Prerequisites: SCSP-503

Corequisites: SCNL-519

SCNL 638 School Counseling Internship I 3

Prerequisites: SCNL-634

Course is Pass/Fail

SCNL 639 School Counseling Internship II 3

Prerequisites: Take SCNL-638 or CPSY-638 - School Counseling Intership

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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.

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 630 Special Topics 3**SCSP 630A Special Topics: Telehealth w/ Children, Adolescents and Families 3****SCSP 630B Special Topics: 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

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: Take 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.

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.

SPSY 633 School Psychology Internship I 3

Prerequisites: SPSY-632

Course is Pass/Fail

SPSY 634 School Psychology Internship II 3

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 230I 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 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-dimensional understanding of treatment needs of diverse populations and will explore the relationship between addiction, socio-economic status, gender, age, ethnicity, sexual orientation, and culture. Although the primary focus of this course will be drug and alcohol addictions, the course will 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 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-205W Minimum grade C

SOWK 370 Social Work Field Practicum I 4

Supervised social work practice and observation in a social work agency or host setting, two days per week (normally Tuesday and Thursday). Students carry beginning, direct-service responsibilities. Agency placement is made the previous fall semester. Graded on P/F basis. Open to juniors in the BSW program only.

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 Field Practicum II 4

Supervised social work practice in a social work agency or host setting, two days per week. Students carry direct service responsibilities throughout the two semesters. Open to senior social work majors only. Agency placement is made during the spring semester of the previous academic year. Graded on a P/F basis. Must be taken during one academic year.

Prerequisites: SOWK-370; Minimum grade P

Course is Pass/Fail

SOWK 472 Social Work Field Practicum II 4

Supervised social work practice in a social work agency or host setting, two days per week. Students carry direct service responsibilities throughout the two semesters. Agency placement is made during the spring semester of the previous academic year. Graded on a P/F basis. Must be taken during one academic year.

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 about 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/Developng 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 people processes.

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 groups/religious, gender, and age groups in terms of their socio-political heritage, lifestyles, social identities, and social circumstances.

SOCI 315 Social Stratification 3

Examines the unequal and stratified distribution of wealth, income, social power and life chances in society, focusing on how class, race/ethnicity, and gender frame these uniquely and in interlocking ways.

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 Justice with a minimum grade of C.

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 looking 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 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 pertinence of theory in examination of social life and the pursuit of social change. Prerequisite: Nine credit hours with minimum grade of C and junior standing.

SOCI 402 Classical Sociological Theory 3

An introduction to sociological theory with an emphasis on its early major figures. While a number of classical thinkers are considered, major attention is given to Marx, Durkheim, and Weber. One important aim of this course is to expose students to the original writings of these thinkers. Emphasis is given to the relevance of theory in the organization and understanding of social life and the pursuit of social change.

Prerequisites: SOCI-100; Minimum grade C

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 Development 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 multivariate) are explored with the computer package of SPSS. Prerequisite: Minimum grade of C in SOC 220 Social Statistics or an equivalent statistics course in psychology, business, or math.

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 students of sociology and challenges them to integrate their sociological knowledge and Christian faith when thinking about contemporary social issues.

Prerequisites: SOCI-402; 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 opportunities for interaction in the target language. Short literary texts are included to build students' vocabulary and reading skills. Prerequisite: 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

Spanish 310 is designed to help students improve their pronunciation of Spanish while acquiring the skill to eventually, as K-12 FL teachers, instruct their future students in the correct pronunciation of the Spanish language. Students will be introduced to the general phonetics and phonology of Spanish, will develop the ability to analyze the sound system of Spanish in the Americas, as well as Peninsular Spanish, and will explore the sound features of its principal dialects.

SPAN 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, "Generación del 98", Vanguardismo and Posguerra Civil Española. Through these readings students will grasp the impact of important cultural movements through Spain's recent history, its struggle in establishing a constitution and choosing a lasting form of government, its military confrontations and long dictatorship in the last 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 is 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 discussions 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 discussions 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 100 Actor's Lab 1

This course is an introduction to performance as communication. Students will meet weekly to explore the craft of ensemble theatre building with the intention of learning to listen and respond kinetically, being curious, and playing well with others. Students will become more present and aware, as they practice performance techniques. Additionally, students will grow in confidence by performing and communicating through ensemble building, story-telling, active listening, acting exercises, and improvisation. No theatre experience required! This course is designed for any student to participate, whether they are a theatre novice or professional.

May take Pass/Fail

THEA 115 Acting as Communication 3

This course is an overview of the craft of acting for non-major students or theatre minors/majors. Emphasis is given to acting techniques, movement, voice, improvisation, ensemble work, listening skills, monologues, and scene work. The course is designed to build confidence and help students become more creative and comfortable speaking in public, giving presentations, and developing social skills that can be applied to all fields.

Core Category: Arts and Literature

THEA 130 Special Topics 3**THEA 130B SpTop: 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.

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 204 Introduction to Theatre 3

Students will explore the history of theatre from ancient through modernity, with the goal of celebrating its diversity and understanding how it alters society. Students will analyze aspects of the Theatre Arts to discover strategies to make the given text come alive. Students will be required to create an original 10-minute plays based on a social justice issue thus adding to theatre's history.

Core Category: Arts and Literature

THEA 235 Acting I 3

The objective of this class is to help students tap into the psychological, physical and spiritual resources within them through the discipline of acting. Primary tools are personalized and scripted monologues, acting exercises and improvisations of increasing complexity, preparation and collaboration. This lab-style class requires a greater than normal commitment to attendance, participation and journal-keeping in addition to written performance critiques.

Core Category: Arts and Literature

THEA 250 Performance Production II 2

Credit for participation in Eastern Theatre productions or special project performances created for the Eastern stage, depends upon needs and interest. This course will meet on a weekly basis to help with the performance project and enhance the skills needed. Students are required to contribute 80 hours of work. Graded on a P/F basis.

Course is Pass/Fail

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 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 Directing/Playwriting 3

This theatre course will focus on creating a theatre collective while devising ones' own script and highlighting the director's process. In this creative effort, the student will create an original piece culminating in a performance in front of an audience. During class hours, the student will develop the steps of: casting, collaborating, rehearsing, improvising, writing, revising and developing one's own directing techniques by studying theatre masters. Outside of the class, the student will work on their original work and view live arts by contemporary practitioners in Philadelphia and the surrounding theatre community..

Prerequisites: THEA 135 or THEA 204

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 135 or THEA 308

THEA 325 Diversity in 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 330B Scenes From a Marriage 3**

An ensemble of student actors performing scenes in collaboration with the capstone course 'Christian Marriage.'

THEA 335 Acting II 3

This advanced acting course focuses on strengthening acting skills using various acting techniques, such as Psychological Realism (Constantin Stanislavski), Psychophysical Action (Michael Chekhov), Emotional Recall (Lee Strasberg), Viewpoints (Anne Bogart), and Substitution/transference (Uta Hagen). Students will apply these techniques to scenes and monologues from various genres of plays. Students will also learn the "business of acting" and leave this course with audition pieces as well as feedback on resumes and headshots. Consistent attendance is mandatory in this lab-style course.

Prerequisites: THEA 135

THEA 340 Introduction to Musical Theatre 3

Students will gain practical training and experience in musical theatre performance. The course will focus on performance techniques and will emphasize skills necessary for successful presentation of a musical number. The course also presents an overview of the history of musical theatre. Prerequisite: THEA 115 or THEA 135.

Prerequisites: THEA 115 or THEA 135

THEA 350 History of Theatre 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 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 418 Advanced Acting 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 135 or THEA 308

THEA 451 Advanced Stage Craft and Design 3

An advanced study of stage craft, 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 the contemporary theatre and the arts, with a focus on advanced acting skills, the business of acting, and integrating the Christian faith in the arts. Student will be challenged to creatively respond and engage with social justice issues using the arts. Specific subtopics will vary from year to year.

THEA 495 Internship 2-12**THEA 498 Teaching Assistant 1-3**

Theological Studies (THEO)

THEO 130 Special Topics 1-3**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.

THEO 160 Spiritual Formation for Ministry 3

This course is designed to support the student in their journey to better understand their unique spiritual gifting through methods used in the discipline of self-introspection and spiritual formation. Students will be introduced to various personality, mental, emotional, and spiritual attributions to increase their awareness and appreciation for their uniqueness and hardwiring. Moreover it will provide ways to understand their attributions from the perspective of ministry and for sustaining themselves in ministry. This course will also introduce the students to concepts and a theology relating to God's call process.

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 210 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 230 Special Topics 1-3**THEO 230A Christian Spirituality throughout the Ages 3**

This course will explore the ideas and practices introduced in Theology 210 (Introduction to Christian Spirituality)-such as contemplative prayer, pilgrimage, Sabbath, lectio divina, etc.- in more depth as well as how they have evolved as they were passed down throughout Church history. Students will be introduced to key figures and movements of the contemplative tradition, including "contemplatives in action" that have brought about serious reform in both the Church and the world. They will explore how each branch of Christianity, regardless of denomination, has contributed to the practice of spirituality. Finally, the class will provide opportunities for students to integrate these insights into their own faith journey and today's world.

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 243 The Church and the Community 3

This course introduces the students to community assessment, engagement and the concept of transformational development. The course will utilize readings, discussions, research, and written assignments to expand student awareness of the role of the Church within a community, and its development. It will also build the student's exegetical skills. While exegesis is most often spoken of in terms of proper examination of Scripture, this course expects the student to invade their context of ministry, and learn about the needs and assets within their communities.

Core Category: Theology

THEO 255 Theology for Ministry & Supervision of Ministry 3

As a capstone this course is designed to apply the skills of assessing a ministerial context, designing a plan for ministry (a "pastoral") and gaining the competence in nurturing leadership in the church by using the skills of the discipline of supervised ministry.

THEO 301 The Early Church 3

An historical and theological exploration of key figures, events, movements and themes in the development and expansion of the early Church. Prerequisite: Minimum grade of C in THEO 210 or permission of instructor. Offered in alternate years.

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 divine foreknowledge and providence, the nature of divine "personhood" and the debate over "social trinitarianism", and the relationship between equality and order among the divine persons.

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 317 Theology of the Body 3

An exploration of the embodied nature of human existence, considered accordingly to the rhythms of the day (clothing, eating, work, recreation, bathing, and sleep) and of human life itself (virginity, marriage, pregnancy and giving birth, nurturance, suffering, death).

Core Category: Theology

THEO 319 Christian Marriage 3

In this course, students will have an opportunity to reflect Christianly on the institution of marriage. This will include examining how attitudes toward marriage are shaped by our upbringing in our families, in the church, and in society; thinking and talking in detail about Christian scripture and tradition as they relate to marriage; and considering a variety of aspects and challenges to marriage that confront people who are married or who may be considering marriage. We hope that this will help those of our students who are unmarried to make wise decisions about whether and whom to marry, will help those who are married, and those who will eventually marry, live out their marriages faithfully and well, and will help all our students to mature in ways that will enable them to better live out their Christian vocations in either the married or single state.

Core Category: 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 answers to 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 make 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 325 Martin Luther 3

Study of the life and thought of this founding figure of the Protestant Reformation, with attention to the historical background but mainly focused on readings in Luther's own writings. This course will prepare students to understand the nature and fundamental convictions of Protestant theology.

Core Category: Theology

THEO 328 Karl Barth: Theologian and Witness 3

An introduction to one of the most significant Christian theologians in the history of the Church, and certainly the most significant Christian theologian of the 20th century: Karl Barth. The historical background of Barth's life and key themes in his thought will be explored through close reading of secondary and primary texts, course discussion and through student precis presentations. Prerequisite: Minimum grade of C in HONR 240, THEO 240, THEO 251 or THEO 252.

Prerequisites: HONR 240, THEO 240, THEO 251, or THEO 252

THEO 329 C.S. Lewis 3

A study of the theological vision of C. S. Lewis through his own writings, both fiction and non-fiction. Special attention is given to the features of Lewis's thought that make it an integrated whole, and also to aspects that are not widely known, or that are controversial, or that have made a distinctive contribution to Christian theology in the last hundred years.

Prerequisites: THEO 240, THEO 251, or THEO 252

THEO 330 Special Topics 1-3

THEO 330A Humanity and Culture 3**THEO 330B Jesus Christ: Savior and Lord 3****THEO 330C Christian Social Ethics 3****THEO 330D Doctrine of Revelation 3****THEO 330E Pain and Suffering 3****THEO 330F Prayer in the Christian Tradition 3**

What is prayer? How does one pray? How have Christians prayed throughout the church's history? What are the different kinds of prayer Christians have practiced for over two thousand years? In this course, we will explore and develop a theology and practice of individual and corporate prayer, particularly studying different models of prayer offered to us by the church in its own practice across the years.

THEO 330I Doctrine of God 3**THEO 330K Theological Anthropology 3****THEO 330L Theological Themes in Children's Literature 3****THEO 330M Theology and the Body 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 through the close reading of texts that consider how these communities read the Bible and contextualize the theological themes and liturgical forms that characterize the Christian tradition.

THEO 337 Theology of Culture 3

This 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 Catholics 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 Spirit, Community, and Culture 3

This course will offer students a theological portrait of the person and work of the Holy Spirit and the nature and mission of the Church in the world. The themes of the identity and function of the Holy Spirit as the Spirit of Jesus Christ and the formation of the Christian community as the body of Jesus Christ in the work will be considered in terms of their historical development, theological coherence, and cultural significance. Offered alternate years.

Core Category: Theology

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 495 Internship 2-12**THEO 498 Teaching Assistant 1-3**

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 an 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 the Christian 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 religious 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 inextinguishable 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 630 Theology of Romantic Love 3

The word 'love' is used in imprecise ways in present American culture. This fact becomes uniquely problematic when speaking imprecisely about the love of God. With what kind(s) of love does God love us? With what kind(s) of love ought we to love God, and one another? This course will examine one approach to answering these questions by placing the interpretation of the Song of Songs and related texts in biblical and historical theological perspective. It is anticipated that we will find that there is a lively biblical "theology of romantic love"; and that an exploration of this theme may serve as a corrective on the one hand to stoic and on the other hand to sentimental understandings of divine-human and inter-human relationships. In essence, this course will be an exploration of covenant theology in its most intimate expression.

Prerequisites: Take BIBL-501 and BIBL 503

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 635 Difficult Topics in Theological Studies 3

The purpose of this course is to periodically examine different theological doctrines that have been deemed difficult to teach and preach in our churches. The course will begin by reviewing effective teaching strategies that can be applied in church environments. Students will learn how to prepare lesson plans, with emphasis on creative teaching methods. A major doctrinal topic will be reviewed. Students will then develop a lesson plan for this topic and present a short sample of it in class.

Prerequisites: #Take THLE-520 or THLE-521; Minimum grade of C-

THLE 637 Theology and Ethics of Martin Luther King 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 646 Molders of Theological Thinking 3

This is an elective course exploring the writing of extraordinary church leaders during the past two thousand years. It offers students an opportunity to interact with the writings of Augustine, Aquinas, Calvin, and Bonhoeffer in their context and also in our contemporary contexts. The class will collectively study the four leaders, but the students will have an opportunity to focus on one leader for their major paper. We will listen to speakers who have written on these four leaders, watch how they are portrayed in videos and movies and see how our individual lives and denominational thinking has been affected by them.

Prerequisites: Take CHHM-510

THLE 650 Independent Study in Theological Issues 3

An independent study course for advanced students who desire to undertake intensive, independent research in one or several theological issues. By permission and agreement with an appropriate instructor.

Prerequisites: Prerequisite: THLE-520 or THLE-521

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**THLE 660A Special Topics: Race and Christian Theology 3**

The Presidents of six Southern Baptist Seminaries issued a statement affirming, "Critical Race Theory, Intersectionality and any version of Critical Theory is incompatible with the denominations core beliefs." Unfortunately, race and Christian theology have been linked since the late 15th century. Race and Christian Theology is an investigation of racial architecture within Christian life and theology, as well as a study at the intersection of the theological and the "political." This course takes an interdisciplinary approach to probe the connection between Western Christian theology and the emergence of race and its persistence in the late-modern West.

Prerequisites: THLE-510

THLE 660B Special Topics: Biography as Theology 3

On earth as it is in heaven means that theos is reflected in anthropos. James Wm. McClendon Jr., in his book Biography as Theology, traces this concept in the lives of politicians, diplomats, Bible scholars and artists. We will use this textbook and others to analyze how in the 21st century we can live theologically, how much the kingdom of God and his will can be reflected in our lives, our families and our churches. The reading list includes Paul Johnson's The Intellectuals, Paul Rusbagina's An Ordinary Man, and Tom Holland's Dominion, the Making of the Western Mind.

Prerequisites: THLE-510

Urban Studies (URBN)

URBN 205 Introduction to the City 3

Introduces students to city life through a variety of lectures and readings along with field trips and personal assignments pertaining to the urban context, with special attention to the City of Philadelphia. Additional lab fee is required.

Core Category: Social Justice

URBN 499 Research Assistantship Development 1-3**URBN 501 Urban Issues in a Global Context 3**

This course introduces students to urban theories and concepts that form a foundation for faith-based work in urban social change. Students will explore the complex factors behind major urban problems around the world, and the integration of theory and practice from an interdisciplinary perspective. Readings and research in urban sociology and urban issues are required. Lab fee.

URBN 510 Christ and the City 3

This course analyzes the relationship of the life and ministry of Christ to the urban context. While taking a theological (Christological) approach, the seminar also examines broader New Testament, social, historical, economic, and cultural factors which underpin our framework for theology of the city. The purpose of the course is to enable students to articulate a biblical and personal perspective on cities and ministry in cities.

URBN 515 Faith and the Professions 1

This course focuses on the integration of personal faith, theology and the student practice of the profession. Based upon a theological framework for urban transformation, the student will explore the role of the Christian in the professional world and will clarify his or her role and relevant issues of ministry, including personal witness, values awareness, ethics, and social justice within diverse ethnic and faith environments. Attention will be given to the role of faith in both the public and private sectors. Students will explore the concepts of what it means to live as Christian Change Agent and participate in seeing the Kingdom of God advanced in their particular profession. Reading and reflection papers required.

URBN 520 Cross-Cultural Skills for Urban Service 1

This course provides basic cross-cultural skills for relationship building, community development, and conflict management in the urban context. Through discussion of cultural value and world view differences, behavior norms, and conflict management styles, the student will gain basic theoretical understanding for work and ministry in the urban context. Through in-class exercises, students will develop beginning skills for adjusting behavior in a variety of cultural contexts. Readings, experiential activities and reflection paper are required.

URBN 525 Resource Development 1

This course will provide students with concrete information to help them gain greater access to funding opportunities and resources to support a ministry or organization with which they are affiliated. Students will review core elements of program development, and will gain an understanding of the principles of grant writing, fundraising, and building a network of partners and supporters. Students will gain awareness of potential funding sources, and effective ways to engage potential funders, donors and volunteers. Students will complete a practical writing project, including fund-ready materials that can be used in seeking resources for a project of choice.

URBN 540 Race and Ethnic Relations 3

This course examines the social, historical, economic, spiritual and cultural factors that influence society's treatment of members of various racial and ethnic groups. It acquaints the student with an understanding of how social structures are organized in terms of minority-majority relations, for the advantage of some at the expense of others. This course utilizes the comparative-historical method, bolstered by structural power for the maintenance of dominance/subordination among groups. In addition to texts that describe the experiences of various racial and ethnic groups in American society, readings will be assigned that examine social relationships within the context of transforming communities. Required of all students in the Community Development and Youth Development Concentrations. Student may opt to take ARTS 54-(required of all ARTS students) as an alternative to this course.

URBN 570 Leadership Development 3

This is a course in the theory and application of leadership for effective administration of human resources in an urban context. Using the model of a community of practice, students will learn through readings, discussion, interviews, research and reflection on personal experience. The course examines various approaches to leadership and the theories that undergird them, while upholding the servant-leader model of Jesus as the guiding example. Students will examine the lives of living leaders, as well as the essential skills and characteristics necessary for effective leadership. Students will evaluate their own strengths and weaknesses as leaders and develop a Leadership Action Plan addressing a specific organizational need as a culminating project. Lab fee.

URBN 575 Applied Research & Program Evaluation 3

This course is an introduction to applied research and evaluation. The primary emphasis is on qualitative research and evaluation methods for use in private voluntary organizations such as churches, urban ministries, missions, and relief and development organizations. Applied research is presented as a systematic inquiry designed to provide information to decision makers and/or groups concerned with particular human and societal problems. Christian perspective on the purpose and practice of research is of special interest.

URBN 580 Urban Models for Social Transformation 3

This culminating seminar course in the MA in Urban Studies Programs is taken at the beginning of the final year of the Program. It requires students to study in-depth replicable models for social change. Based on research by faculty and other professionals, students will review interdisciplinary theory, collaborative processes, program evaluation, and effective practices in preparation for a required final urban community transformation thesis project proposal. Program Case Study, final thesis/project proposal, IRB application, and reading required. Prerequisites: URBN 501, URBN 575. Lab fee.

Prerequisites: URBN 501 and URBN 575

URBN 600 Directed Study 1-4**URBN 635 Supervising Youth Development Practice 1****URBN 690 Graduate Research Project/Thesis 3**

The Graduate Research Project / Thesis is a culminating scholarly process demonstrating the student's academic studies in the MA in Urban Studies Program. The graduate research requirement may be met by a research project. This project may be an acceptable program research project, including but not limited to a business plan or feasibility study including survey research and literature review, a program evaluation, a case study report, a major literature review, an impact case study project, or original research thesis. The final determination of the form to be selected must be decided in consultation with the director(s) of the student's study. A culminating oral presentation of the project will be presented at the Annual Graduate Research Forum. (Prerequisites: URBN 501, 575, 580) \$300 thesis fee.

Prerequisites: URBN 501, URBN 575, and URBN 580

URBN 695 Leadership Practicum I: Leadership 1.5

This course is a practicum emphasizing the implementation of basic philosophy and methodology of youth outreach of community organizing and development. For YTHL students the development of personal relationships, community relationships and youth development experiences with urban young people through relevant forms of outreach is essential. Anyone graduating from this program must demonstrate a high level of ability in the formation of youth development programs. This practicum includes the implementation of leadership skills including: the principles of recruitment, training, and the ongoing empowerment of volunteers(commnity, adult, and youth) for outreach ministry. A combination of leadership experiences of these experiences are required. For CDEV students the development of necessary personal and community relationships is essential. Anyone graduating from this program must demonstrate a high level of ability in the formation of socially relevant programs. This practicum includes the implementation of leadership skills including: the principles and practices of needs assessment, planning, recruitment, training and the ongoing empowerment of others. A combination of leadership experiences based on the student's learning goals for function and written reflective evaluations of these experiences are required. An integral part of this experience is the opportunity for students to: (1) observe competent, experienced, practitioners in the field, and (2) become experienced under the care and counsel of a competent, experienced practitioner(mentor). Students will complete regularly scheduled supervisory dialogues with a mentor(from a church, para-church, or community organization) over a period of one semester. Additionally, each student will be required to conduct weekly, supervised outreach to youth(120 hours).

URBN 696 Leadership Practicum II 1.5

This course is a practicum emphasizing the implementation of the basic philosophy and methodology of youth outreach or community organizing and development. For YTHL students the development of personal relationships, community relationships and youth development with urban young people through relevant forms of outreach is essential. Anyone graduating from this program must demonstrate a high level of ability in the formation of youth development programs. This practicum includes the implementation of leadership skills including: the principles of recruitment, training, and the ongoing empowerment of volunteers (community, adult, and youth) for outreach ministry. A combination of leadership experiences based on the student's learning goals for ministry function and written reflective evaluations of these experiences are required. For CDEV students the development of necessary personal and community relationships is essential. Anyone graduating from this program must demonstrate a high level of ability in the formation of socially relevant programs. This practicum includes the implementation of leadership skills including the principles and practices of needs assessment, planning, recruitment, training, and the ongoing empowerment of others. A combination of leadership experiences based on the student's learning goals for written reflective evaluations of these experiences are required. An integral part of this experience is the opportunity for students to: (1) observe competent, experienced practitioners in the field, and (2) become experienced under the care and counsel of a competent, experienced practitioner (mentor). Students will complete regularly scheduled supervisory dialogues with a mentor (from a church, para-church or community organization) over a period of one semester. Additionally, each student will be required to conduct weekly, supervised outreach to youth (120 hours).

Youth Development (YTHL)

Youth Ministries (YMIN)

YMIN 101 Introduction to Youth Ministry 3

This course will be a study of the physical and emotional development of adolescents, and the development of a philosophy of ministry with adolescents, with guidelines and discussion relating to the implementation of a program of ministry within the framework of the local church as well as in various other contexts.

YMIN 102 The Gospel and Adolescent Culture 3

This course will survey various elements of the youth culture and the adolescent experience while considering ways that these elements of culture and experience are addressed by the Gospel of Christ. The course will feature discussion of traditional adolescent issues and a survey of curricula and materials that address these issues.

YMIN 130 Special Topics 1-3**YMIN 202W Youth Ministry and Evangelistic Strategy 3**

The ministry of outreach and evangelism is a critical component of any effective youth ministry. This course will examine the biblical bases for evangelistic ministry, the essential components of the evangelistic message, and will survey various modes and means of personal and group evangelism. This course will also focus on developing significant writing skills or students in the major.

YMIN 203 Youth Ministry in the Wilderness 3

This course will explore the value and rationale for youth ministry in the context of wilderness camping. Special emphasis will be placed on the logistics of group camping in the wilderness setting, and how to plan and execute such a trip. Course participants will learn ways of using the wilderness experience for group building, leadership development and personal spiritual growth. The context of the course is a two-week wilderness trip that will include backpacking, rock-climbing and whitewater rafting.

YMIN 205 Youth Ministry and the Small Group Process 3

By learning and participating in a small group, students will gain the basic skills necessary for facilitating small groups in a youth ministry context. Through this experience, students will learn how to create an atmosphere where youth can meet together regularly and become committed to each other, to the group, and to growing together in their faith in Christ. Principles of biblical interpretation and Bible study activities appropriate to youth ministry will be explored.

YMIN 207 Youth Ministry Programming Skills 3

This course is designed to train students in skills necessary for effective youth ministry. This phase of the skills curriculum will focus on creativity, learning styles, event planning, communication skills and techniques. The course will utilize a laboratory approach that begins with instruction and moves into hands-on participation.

YMIN 211 Seminar in Campus Ministry I: Foundations 2

This two-semester course will prepare selected students for effective campus ministry as student chaplains, primarily in campus residence halls. Students will be instructed by theory and practice concerning the "internal" facets of campus ministry (e.g., devotional life, spiritual disciplines). The second semester will focus on special topics that impact campus ministry to empower student chaplains to have a more effective ministry in the residence halls.

YMIN 212 Seminar in Campus Ministry II: Special Topics 2

This two-semester course will prepare selected students for effective campus ministry as student chaplains, primarily in campus residence halls. Students will be instructed by theory and practice concerning the internal facets of campus ministry (e.g., devotional life, spiritual disciplines). The second semester will focus on special topics that impact campus ministry to empower student chaplains to have a more effective ministry in the residence halls.

YMIN 217 Youth Ministry Teaching Lab 2

Using the format of student presentations and peer evaluations, the course will focus on how to teach biblical principles to teenagers. Students will learn how to teach creatively, structure a Bible study, and create and use media in ministry. Prerequisite: minimum grade of "C" in YMIN 207.

YMIN 230 Special Topics 1-3**YMIN 230C Camping Ministry & Management 3****YMIN 304 Issues in Urban Youth Ministry 3**

This course is designed to cover a wide range of topics and issues related to doing ministry with youth in urban environments. Along with examining urbanism, poverty, culture and context we will also look at youthful counter movements in cities. We will ask questions about the city's appeal to suburban and rural youth, neo-yuppies, gentrification, urban development and renewal. Students in this class will have an opportunity to research and present their findings on a particular urban youth sub-culture and their unfolding vision for doing ministry with that particular group.

YMIN 305W Youth Ministry Administration 3

This course will focus on some of the "nuts-and-bolts" areas of everyday youth ministry in the parish and para-church setting. Topics examined will range from organizing and administering a youth program to counseling teenagers, the dynamics of team ministry and working with volunteers. Other practical concerns that will be given attention are finances and budgeting, church staff relationships and promotional skills.

YMIN 313 Field Placement I 1-3

Each youth ministry major is required to complete a total of 320 hours (4 semester credits) of field placement. This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships (see 315, 415), one-year, full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Prerequisite: Permission of the Youth Ministries program director.

YMIN 314 Field Placement I 1-3

Each youth ministry major is required to complete a total of 320 hours (4 semester credits) of field placement. This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships (see 315, 415), one-year, full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Prerequisite: Permission of the Youth Ministries program director.

YMIN 315 Summer Field Placement I 1-3

See YMIN 313, 314. The amount of credit earned through summer placement will be determined by the Youth Ministries program director. Prerequisite: Permission of the Youth Ministries program director.

YMIN 316 Practicum: International Youth Ministry 3

This course is designed to help students reflect on a cross-cultural ministry experience to help them integrate their calling to youth ministry and their own identity. Following a practical, hands-on youth ministry experience in a cross-cultural setting overseas for at least one semester, students will enroll in this course for a reflective process in which they will evaluate their personal and ministry experiences from their international ministry setting. Prerequisite: Permission of the Youth Ministries program director.

YMIN 317 Cross-Cultural Mindset in Ministry 3

The call to serve as Christians implies finding new ways of contextualizing the Gospel. This course is designed to encourage students to think creatively when serving in today's world. In order to break stereotyped patterns and allow creativity to emerge, the student will be exposed to different cultural experiences and will reflect on the need to embrace a cross-cultural approach in ministry. This course includes a ten-day spring break trip to a location outside of the United States.

YMIN 330 Special Topics 1-3**YMIN 330D Family Issues 3**

Understanding the dynamics of decision-making, love, finding a life partner, marriage, human sexuality and healthy family living combined with an analysis of the dysfunctional family, abuse, addiction, disability and divorce. Relating the Gospel to these topics will permeate the course.

YMIN 340 Practicum: Ministry With Troubled Youth 3

The objective of this course will be to review various theoretical approaches to Christian counseling and to apply those approaches to issues that are specific to adolescence: identity formation, spiritual formation, family issues, sex and sexuality, pregnancy, abortion, abuse, delinquency, eating disorders, suicide and substance abuse. Prerequisites: Minimum grades of C in YMIN 102 and PSY 206 or permission of instructor or Youth Ministries program director.

YMIN 395 Youth Ministry Field Experience 1-3

This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships, one-year, full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Permission of the Youth Ministries program director is required.

YMIN 400 Directed Study 1-3**YMIN 401 Ministries/Local Church 2****YMIN 402 Discipling Youth 1**

Beginning with a biblical definition of Christian discipleship, special attention is given to identifying what Christian discipleship looks like in the adolescent culture. Students review various components of a ministry of discipleship and examine strategies of discipling youth. The course is an intensive 5 day field trip to view various youth discipleship programs. Students will be charged an additional fee to cover extra food and housing costs for the travel component of the course. Due to the unusual nature of this course, it is offered only in Summer Session.

YMIN 404 Senior Seminar 2

Using a seminar format, special focus and attention will be given to questions that often emerge in youth ministry: At what point does parental responsibility override a confidential youth-youth minister relationship? How does one handle various problems of discipline? What is the relationship between para-church and local church youth programs? The course will utilize a case-study approach in exploring some of these issues. The Culminating Senior Experience (CSE) project will be part of this course.

YMIN 406 Youth Ministry Skills Clinic 2

This course will be designed to give students opportunities to exercise their skills in speaking to teenagers. Students will focus on creative teaching methods, curriculum design and various approaches to Bible study (topical, textual, etc.). Class sessions will consist largely of student presentations and careful group critique of those presentations. Prerequisites: Course is open to youth ministry majors who are in their junior or senior year and have successfully (minimum grades of C) completed YMIN 101, 102, 207 or who have permission of the instructor.

YMIN 413 Field Placement II 1-3

Each youth ministry major is required to complete a total of 320 hours (4 semester credits) of field placement. This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships (see 315, 415), one-year, full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Prerequisite: Permission of the Youth Ministries program director.

YMIN 414 Field Placement II 1-3

Each youth ministry major is required to complete a total of 320 hours (4 semester credits) of field placement. This allows a student to practice and sharpen performance skills in the only setting where they finally count, in ministry with the youth themselves. Field placement credits may be earned through summer internships (see 315, 415), one-year, full-time internships (specially arranged through department chairperson) and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Students must apply to the department to enter the field placement program. The faculty seeks to help students find suitable placement after they have been accepted into the program. Prerequisite: Permission of the Youth Ministries program director.

YMIN 415 Summer Field Placement II 1-3

See YMIN 313, 314. The amount of credit earned through summer placement will be determined by the Youth Ministries program director. Prerequisite: Permission of the Youth Ministries program director.

YMIN 416 Ministry in the Local Church 1-3**YMIN 495 Youth Ministry Internship 3-12**

Each youth ministry major is required to complete a minimum of 120 hours of internship (beyond field placement). This allows a student to practice and sharpen performance skills in the only setting where they finally count— in ministry with youth themselves. Internship credits may be earned through summer internships and through part-time placements during the school semester. Opportunities range from working with Young Life or some other para-church ministry, to inner-city ministry, to ministry in a traditional church setting. Prerequisite: Permission of the Youth Ministries program director.

YMIN 498 Teaching Assistant 1-3**YMIN 499 Research Assistant 1-3**

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