



EASTERN UNIVERSITY

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

2003 Graduate Programs Course Catalog

Graduate Programs

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EASTERN UNIVERSITY IS AN EQUAL OPPORTUNITY INSTITUTION

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

REGULATION CHANGE

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

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Eastern University

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

MISSION STATEMENT

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

- to enhance students' ability to understand and practice their profession and discipline from a faith perspective through mentoring relationships with faculty;
- to increase professional skills and the academic and spiritual competence of students who desire to make a difference in the lives of others;
- to foster an attitude of spiritual, intellectual and creative inquiry;
- to develop research and analytic skills that can be applied in professional settings to positively impact the world's problems;
- to prepare students for further graduate study; and
- to respond to the learning needs of college graduates whose careers and callings have changed.

OUR COMMITMENT TO SCHOLARSHIP AND TEACHING

We believe in the unity of God's truth, whether supernaturally revealed or humanly discovered, and we value the search for knowledge and understanding in all areas of life. We are guided by our faith in Jesus Christ, who is "the way, the truth and the life." As an educational community we seek to develop innovative leadership, sound scholarship and original research. We place a high priority on excellence in teaching and on relevance. We value highly the integration of Christian faith and learning in all academic disciplines and in the development of a Christian world view.

OUR COMMITMENT TO SCRIPTURE

We recognize the Bible, composed of the Old and New Testaments, as inspired of God and as the supreme and final authority in faith and life. We submit ourselves to carrying out our mission under its authority and seek to apply biblical principles to all facets of human endeavor.

OUR COMMITMENT TO THE CHURCH

We affirm our conviction that the Church of Jesus Christ, as a visible community of believers inclusive of persons of all cultures, races and nationalities, is central to faithful obedience in living the Christian life and advancing the work of the Gospel. We highly value our established relationship with the American Baptist Churches in the USA. We seek to maintain and strengthen this relationship while we also serve the larger Church in ways appropriate to our mission.

OUR COMMITMENT TO EVANGELISM

We affirm the importance of calling all persons in this country and around the world to personal faith in Jesus Christ and to faithful discipleship in following him as Savior and Lord. We intend for every student to have a meaningful and appropriate opportunity to hear and respond to the call for repentance, faith and obedience to Jesus Christ.

OUR COMMITMENT TO JUSTICE

We acknowledge with sorrow the brokenness of the world at personal, national and international levels, and we seek to work for justice, reconciliation and Christian transformation in all arenas of life. We particularly seek to work with and for poor, oppressed and suffering persons. As part of this commitment, we seek to do our best to provide educational opportunities and financial aid for those with few or no financial resources to attend a private Christian university.

OUR COMMITMENT TO THE WORLD

We affirm that Christ calls us to concern for, understanding of, and involvement in the world, both near at hand in Philadelphia and the Main Line, and in far distant places around the globe. This includes work done in various careers and in volunteer service, in traditional Christian missions and in newly emerging forms of Christian service in a globally interdependent world.

We seek to encourage each other as "ambassadors for Christ" and agents of reconciliation in a world torn apart by conflict and bound together by common needs and interests. We believe that we are to care not only for people throughout the world, but also for the earth itself as responsible stewards of God's creation.

OUR COMMITMENT TO COMMUNITY

We believe that the way in which we live and work together is important in fulfilling our mission. We desire a campus community of students, faculty, staff and administration that embodies values of caring and compassion, justice and integrity, competence and affirmation. We seek to enable the development of our students intellectually, emotionally and spiritually. We value faculty-student ratios that facilitate personal and mentoring relationships. We seek an inclusive student body, faculty, staff and board. We seek to treat each member of the campus community with fairness, dignity and respect, seeking a spirit of unity and harmony as we work together to achieve our common mission.

BUSINESS PROGRAMS

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

MASTER OF BUSINESS ADMINISTRATION IN LEADERSHIP

MASTER OF SCIENCE

- Nonprofit Management
- Economic Development
(International and Urban)

DUAL DEGREE

(with Eastern Baptist Theological Seminary)

- MDIV / MS in Economic Development

FAST-TRACK MBA®

- Fast-Track MBA®: Management
- Fast-Track MBA®: Health Administration
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COUNSELING PROGRAMS

MASTER OF ARTS IN COUNSELING

(Integrative Clinical and Urban)

MASTER OF ARTS IN SCHOOL COUNSELING

Concentrations in:

- Elementary School Counseling
- Secondary School Counseling

MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY

EDUCATION PROGRAMS

MASTER OF EDUCATION

- Multicultural Education
(Curriculum Design and Urban Transformation)
- School Health Services

PENNSYLVANIA DEPARTMENT OF EDUCATION CERTIFICATIONS

TEACHING

- Early Childhood
- Elementary
- English as a Second Language
- Foreign Language
(French and Spanish)
- Health Education
- Music
- Secondary
*(Biology, Chemistry, Citizenship, Communications,
English, Mathematics, and Social Sciences)*
- Special Education

EDUCATION SPECIALIST

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

ACCREDITATION AND MEMBERSHIPS

Eastern University is accredited by:

- The Commission on Higher Education of the Middle States Association of Colleges and Schools
3624 Market Street, Philadelphia, PA 19104-2680
215-662-5606
- Council on Social Work Education for the Baccalaureate Major in Social Work
- Commission on Collegiate Nursing Education

It is a member of the:

- American Assembly of Collegiate Schools of Business
- American Association of University Women
- American Association of Colleges of Nursing
- Association of American Colleges
- Commission on Collegiate Nursing Education (of the American Association of Colleges of Nursing)
- Council for Christian Colleges and Universities
- College Entrance Examination Board
- Council of Independent Colleges
- Council for the Advancement and Support of Education
- National League for Nursing
- Pennsylvania Higher Education Nursing Schools Association
- Pennsylvania Association of Colleges and Universities and Council of Independent Colleges and Universities (CICU)

It is approved by the:

- American Dental Association
- American Medical Association
- Higher Education Department of the University of the State of New York
- Immigration Department for non-immigrant students under the Immigration and Nationality Act
- Pennsylvania Board of Law Examiners
- Pennsylvania Department of Education
- The RN to BSN program is fully accredited by the Commission on Collegiate Nursing Education.

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

- Master's (Comprehensive) Universities and Colleges I.

It is approved for Veterans' Education.

GRADUATE COURSE DESCRIPTIONS

CROSS-DEPARTMENTAL COURSES

DIRECTED STUDY

Departments may offer Directed Study 600 for students with demonstrated ability and a special and compelling academic interest that cannot be pursued within the regular curriculum or course.

INDIVIDUALIZED INSTRUCTION

Individualized Instruction is the teaching of a regular, listed catalog courses to a single student and is offered only when the course has been offered infrequently and it is needed by the student for a critical reason.

SPECIAL TOPICS

Departments may offer a one-semester course on a topic of special interest that is relevant to that department or program. Courses are numbered 530 or 630.

BUSINESS FOUNDATION COURSES

Foundation course work is prerequisite to graduate level courses. If not satisfied through an accredited undergraduate degree program, the student must fulfill the competencies within the first 12 months of initial enrollment at Eastern. Foundation course work does not calculate in the graduate grade point average nor do the credits count toward the graduate degree. A passing grade is a grade of "C" or better.

ACCT 223 INTRODUCTION TO ACCOUNTING FOR GRADUATE STUDENTS

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

BUSA 223 BUSINESS STATISTICS FOR GRADUATE STUDENTS

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

FIN 223 BUSINESS FINANCE

An introduction to the financial problems of business organizations, the finance function and its relationship to other decision-making areas in the firm, and concepts and techniques for planning and managing the acquisition and allocation of financial resources

from the standpoint of internal management. (Prerequisites: Acct 223, using software packages involved with word processing, spreadsheets, and data bases.)

COMPUTER PROFICIENCY

Eastern's Computer Validated Learning Assessment Instruments are designed as a validation for the student who has prior knowledge and expertise in computer software. This instrument is designed to allow the student to demonstrate expertise in word processing, data base software and spreadsheets.

ECON 223 INTRODUCTION TO ECONOMICS FOR GRADUATE STUDENTS

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

CAMPOLO SCHOOL GRADUATE CORE COURSES

CORE 501, 502 URBAN ISSUES IN A GLOBAL CONTEXT

First Semester 0
Second Semester 3

This foundational graduate course introduces transformational theories and concepts that form the basis for faith-based urban social change. Based on guest lectures and seminar discussion throughout the year, students will explore major urban problems around the world, the foundational theories of academic disciplines, and integrate theory and practice from an interdisciplinary perspective. Students are encouraged to begin exploring models for social change collaboratives that apply specific and diverse disciplines in a single community. Readings in urban issues, and reflection papers are required.

CORE 510 PERSONAL STRATEGIC PLANNING

First Semester 1

This seminar provides basic skill development in personal and organizational strategic planning. Emphasis is placed on discovering one's personal mission in life, clarifying faith values, developing planning and time management skills, encouraging networking skills, and integrating life and spiritual goals with the overall planning for effective community service in an organization. Readings and reflection paper required.

CORE 515 FAITH AND THE PROFESSIONS

First Semester 1

This seminar focuses on: 1) the integration of personal faith, theology and the student practice of the profession; 2) based upon a theological framework for urban transformation, the student will explore the role of the Christian in the professional world and clarify his or her role and relevant issues of ministry, including personal witness, values clarification, 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. Readings and reflection paper required.

CORE 520 CROSS-CULTURAL SKILLS FOR URBAN SERVICE 1

This seminar 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 and reflection paper required.

CORE 525 PROGRAM EVALUATION 1

In this seminar the graduate student will learn and apply the basics of program evaluation for organizational effectiveness. Emphasis will be placed on writing goals and objectives, developing quality indicators, and conducting both organizational reviews and self-study evaluations. Specific problems of personnel resistance, reporting procedures and relevance to fund-raising will be addressed. Readings and writing a sample self-study are required.

CORE 575 INTRODUCTION TO APPLIED RESEARCH 3

This course focuses on basic approaches to qualitative and quantitative social research: experimentation, survey research, field research and the use of available data.

CORE 580 URBAN MODELS FOR SOCIAL TRANSFORMATION 3

This culminating seminar in the Campolo School for Social Change requires students to study in-depth replicable models for social change. Based on research by CSSC faculty and other professionals, students will review interdisciplinary theory, collaborative processes, program evaluation, and best practices in preparation for a required final urban community transformation project proposal. Reading and project proposal required.

CORE 680 RESEARCH PROJECT 3

The Graduate Research Project is a culminating scholarly process demonstrating the student's academic studies in the Campolo School for Social Change. The graduate research requirement will 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 Symposium.

GRADUATE COURSES

Accounting

ACCT 520 MANAGERIAL ACCOUNTING 3

A study of the use of financial data for managerial decision making. Emphasis on planning and control of a manufacturing environment. Topics of study include the review and uses of cost accounting techniques and international accounting. (Prerequisites: ACCT 223, FIN 223)

ACCT 521 ACCOUNTING FOR NONPROFIT ORGANIZATIONS 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. (Prerequisites: ACCT 223, FIN 223)

ACCT 522 MANAGERIAL ACCOUNTING FOR DEVELOPING ENTERPRISES 3

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

ACCT 524 MANAGERIAL ACCOUNTING FOR HEALTH CARE INSTITUTIONS 3

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

ACCT 622 FINANCIAL ACCOUNTING THEORY 3

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

Business

BUSA 517 NONPROFIT FINANCIAL MANAGEMENT AND CONTROL 3

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

BUSA 519 FINANCIAL MANAGEMENT OF HEALTH CARE INSTITUTIONS 3

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

BUSA 530 MARKETING MANAGEMENT 3

A study of the objectives and practices of successful marketing organizations, with emphasis on strategies for marketing

analyze the regional economy, produces a socio-economic and demographic community profile, and generate a neighborhood retail market feasibility study. (Prerequisite: BUSA 223)

BUSA 681 FIELD RESEARCH PROJECT IN NONPROFIT MANAGEMENT (OR THESIS OPTION) 3

Each student, after completing a minimum of 18 graduate credit hours, will either:

A. Select an established nonprofit organization in his/her field of special interest. Working a minimum of 125 hours, the student assists that organization with special projects, and acts as a consultant and as a student of how to translate academic knowledge into practice. A specific plan or document should result, such as a strategic plan, a development plan, a volunteer recruitment plan, an employee handbook, etc.

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

BUSA 690 ISSUES IN COMMUNITY HEALTH 3

An examination of the implications of the community seeking and using available health care resources. Topics include the role of health promotion and health advocacy, disease management, clinical pathways and acute care, nonprofit health agencies, public health departments, and preventive care.

BUSA 691 EPIDEMIOLOGY AND PUBLIC HEALTH 3

A study of the structure and function of public health principles and methods of using health care data for decision making. The course emphasizes epidemiological techniques, demographics, and environment in identifying and analyzing existing data courses.

BUSA 692 HEALTH CARE MANAGEMENT AND POLICIES 3

A study of health policy planning, analysis, and management. The course focuses on data resources and requirements; analysis and choices among health policy initiatives; comparative assessments of health policy, public and quasi-public sector decision making; resource allocation planning; and the major tactical, strategic problems faced by a health care manager in applying modern business in health care systems.

BUSA 693 CURRENT ISSUES IN HEALTH CARE ADMINISTRATION 3

A study of current issues affecting health care and the health care market. Topics include pending national and local legislation as well as new technology.

BUSA 694 FIELD RESEARCH PROJECT AND THESIS 3

32 Clerkship hours are required; eight hours must be done each term.

BUSA 695 AGING AND LONG-TERM HEALTH ISSUES 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 696 STRATEGIC PLANNING FOR HEALTH CARE SYSTEMS 3

An examination of the current merger and affiliation trends in health care. Current events illustrate ways that health care systems model themselves to compete in a highly competitive market. Issues of quality and performance improvement and the role of regulatory agencies are discussed.

BUSA 697 MEDICAL ETHICS 3

A study of the principles underlying ethical decision making. Explores characteristics of ethical dilemmas, decision-making models, and the socio-legal implications/foundation of bioethics.

BUSA 698 HEALTH CARE LAW 3

The application of legal approaches to health care decision making. The discussion focuses on the predominant relationships in the health care field: physician-patient, hospital-patient, hospital-physician, and hospital-employee. It touches on the following general themes: the changing roles, responsibilities, and prerogatives of health care providers; the attempts to control the provision of health care services by courts, legislators, administrative agencies, and private organizations; and various "flashpoints" of controversy in the health care field.

BUSA 699 ESSENTIALS OF MANAGED CARE

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

Counseling

CNSL 500 INTRODUCTION TO COUNSELING THEORY AND PRACTICE 3

An historical overview of the major theories, models, and current research in counseling and psychotherapy is provided. Students learn an integrative framework that enables them to critically examine diverse concepts from a Christian, multicultural perspective. A review of ethical conduct and professional identity is included. Also, an orientation to the Eastern Graduate Program in Counseling is presented. Grade of B or better required.

CNSL 503 PSYCHOLOGY OF SPECIAL EDUCATION 3

This course is designed to enable students to understand and intervene with special needs students. The course will provide an 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.

CNSL 504 BIOLOGICAL AND COGNITIVE BASES OF BEHAVIOR 3

Biological and Cognitive Bases of Behavior is a survey course examining how the structure and function of the brain relates to behavior (learning, memory, cognition, emotion). Course content will cover basic neuroanatomy and physiology,

neurocognitive function, and the study of the effects of drugs on the nervous system and on behavior. Topics will also include a review of the biology of psychological disorders, including major affective disorders, anxiety disorders, autistic spectrum disorders and stress disorders.

CNSL 505 INTRODUCTION TO PROFESSIONAL DEVELOPMENT 3

The course will include a general philosophical overview of the field of professional counseling and introduce students to a framework for professional development in the field of counseling and psychotherapy. The course also provides a comprehensive orientation for the incoming student to the Graduate Counseling Masters program, as well as the experience of Graduate School itself. It will lay a foundation for successful completion of graduate work, provide practical and theoretical information and understanding to "navigate" the streams of thought and performance needed to become a professional counselor.

CNSL 507 GROUPS FOR CHILDREN AND ADOLESCENTS 3

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

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 client/student-counselor/practitioner relationship. (Integrative Clinical Track, Standard School Counseling Track, Standard School Psychology Track)

CNSL 512 LIFESPAN DEVELOPMENT AND THE PSYCHOLOGY OF HUMAN DIFFERENCES 3

This course will review current research in human development across the lifespan, from infancy through old age. The course will also examine the interaction between the psychology of human differences and the developmental process through discussion of the racial, ethnic, cultural, gender and other differences manifested by individuals. Special attention will be paid to integrating findings in research with helping people to transform their lives through the ministry of counseling and psychotherapy. (Urban Counseling Track)

CNSL 513 PSYCHOLOGY OF GROUP DYNAMICS 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. Participation in a group experience is required. Graded Pass/Fail.

CNSL 514 ORGANIZATION AND ADMINISTRATION OF PUPIL PERSONNEL SERVICES K-12 3

This course will review the philosophy of educational counseling and psychological services within a school setting, as well as objectives and goals based on current theory and research. Professional orientation including roles and responsibilities of

the educational counselor and school psychologist will be covered. Special topics will include referral resources, parental conference techniques and relationship with administration and staff.

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-IV-TR along with case presentations. A Christian view of suffering and pathology is provided. Grade of B or better required. (Prerequisite or corequisite: CNSL 609)

CNSL 519 FOUNDATIONS OF SCHOOL COUNSELING 3

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

CNSL 521 FOUNDATIONS OF ASSESSMENT IN SCHOOLS 2

This course will introduce students in the School Psychology program to issues and practices of assessment in the school setting. It is the first course in the assessment series for students in the School Psychology program and is to be taken before CNSL 615. 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 differences manifested by individuals will be discussed, including racial, ethnic, cultural, socioeconomic, urban, religious, age, sexual orientation and gender differences. It will also include personality and intellectual ability. Special attention will be paid to counseling interventions and ethical issues involved in multicultural counseling.

CNSL 540 SUBSTANCE ABUSE COUNSELING 2

This course will present an overview of the theories of causation and treatment of alcohol and drug addiction abuse. Students will gain experience and competency in the use of therapeutic interventions and techniques through classroom simulation and observational learning. (Prerequisites: CNSL 518, 602, 609)

CNSL 541 CRISIS INTERVENTION AND BRIEF PSYCHOTHERAPY 2

This course will examine the theories, models and processes of crisis intervention strategies, including critical incident debriefing, risk assessment, and culturally competent mental status exams. Students will also learn the use of resource identification and referral procedures within the context of the mental health care system. In addition, a practical application of the basic theories, principles and techniques of brief psychotherapy will be the focus of this course. Practice of these strategies and techniques both through case studies and with individual clients will be gained during the semester. (Prerequisite: CNSL 602)

CNSL 545 CAREER DEVELOPMENT THEORY AND PRACTICE 3
 A survey of theories and practices relating to career development with children, adolescents, and adults in the context of changing economic, psychological, social, and educational contexts. (Prerequisite: CNSL 500)

CNSL 551 GRIEF AND LOSS: UNDERSTANDING GRIEF ISSUES TODAY 2
 This course will explore from a psychological perspective some of the changes that have occurred in the last one hundred years of the American experience of grief and loss. It will reveal what the various roles of psychological theory and therapy have played in our understanding and expression of grief and its dynamics. It will also explore current models of grief counseling, specifically as they are adapted to a multicultural society. (Prerequisite: CNSL 500)

CNSL 552 UNDERSTANDING AND COUNSELING MEN AND BOYS 2
 The purpose of this course is to help students to understand the psychodynamic issues that boys and men face and to begin to formulate strategies for helping boys and men to grow. The course will integrate psychological dynamics and theological issues with clinical insights and application. The course will also examine the interaction of culture and masculinity. Special attention will be paid to current research on male issues. Classes will be highly interactive. (Prerequisite: CNSL 500)

CNSL 590 MARRIAGE AND FAMILY THEORY AND THERAPY 3
 This course will present an overview of the major theories, issues, and current research in family systems theory. These theories will include some of the major contributors to the field: Murray Bowen, Salvador Minuchin, Carl Whitaker, Virginia Satir, Ivan B. Nagy and others. Object Relations marriage and family therapy and other psychotherapeutic approaches will be discussed.

CNSL 601 COUNSELING CHILDREN 3
 An introduction to the theory and practice of counseling children. A conceptual framework for developing therapeutic interventions for children is presented. The course will include: assessment and treatment planning for children, counseling techniques and their efficacy with certain child populations, practice in counseling skills with children, and a critical review of counseling approaches used with children. Grade of B or better required. (Prerequisite: CNSL 500)

CNSL 602 TECHNIQUES OF COUNSELING AND PSYCHOTHERAPY 3
 A practical application of the basic theories and techniques of individual counseling is presented. An overview of the process of therapy and the key therapeutic skills of establishing the therapeutic alliance, use of the self, listening, empathizing, and providing insight to the client are learned. Grade of B or better required. (Prerequisite or corequisite CNSL 609)

CNSL 609 PERSONALITY DYNAMICS AND PSYCHOSOCIAL ASSESSMENT 3
 This multimedia course integrates a significant amount of research, theory, and theology on the development and

psychodynamics of personality structure and functioning. Students learn a comprehensive framework that will serve as the foundation for assessing client functioning. Instructional methods include textbooks, PowerPoint lectures on CD, class discussion, web-based discussions, and workbook exercises. Grade of B or better required. (Prerequisite or corequisite: CNSL 511 or 512)

CNSL 610 DYNAMICS OF SEX THERAPY 2
 This course is designed to give students a basic understanding of human sexuality and the dynamics of sex therapy. It will examine biological, social, cultural, psychological and spiritual aspects of sexuality. Several common sexual dysfunctions will be studied as well as common treatments and treatment issues related to sexuality. Students will be exposed to the language of sex and sex therapy through role play and video presentations. (Prerequisites: CNSL 590, 602)

CNSL 611 INTRODUCTION TO ASSESSMENT 3
 The study of major concepts in psychological testing. Surveys major assessment instruments used in the areas of intelligence, personality, aptitude, achievement, and behavior. Practice in administering, scoring and interpreting aptitude, achievement and behavioral assessments. (Prerequisite: CORE 575; CNSL 518, 609)

CNSL 612 PSYCHOTHERAPY WITH BORDERLINE PERSONALITY 2
 This course is intended to provide students with a specialized focus on a particular clinical population, namely the Borderline personality. The course will give students an overview of the Borderline condition and of the various psychological and theoretical explanations to understanding the Borderline Personality Disorder. It will provide a solid working framework for understanding Borderline clients in a clinical context, drawing from psychoanalytic and cognitive approaches. It will also help students begin to make a thorough evaluation of psychoanalytic and cognitive approaches to treatment of the Borderline client. (Prerequisites: CNSL 500,512, 602, 609)

CNSL 613 INTRODUCTION TO COACHING 2
 This course gives students an overview of various models of and perspectives on personal, professional and executive coaching. Because most coaching is done via telephone and email, a number of the classes will happen via distance learning format (especially classes by phone—teleclasses) to get students very comfortable with utilizing this format. Students will also access coaching training resources via the web. (Prerequisite: CNSL 500)

CNSL 614 CASE CONCEPTUALIZATION AND COUNSELING STRATEGY 3
 This course will teach students how to assess individual adult clients in a therapeutic context and plan appropriate intervention strategies. The course will provide principles, models and methods of biopsychosocial assessment and case conceptualization that can also lead to a DSM-IV-TR diagnosis. Students will also learn to develop treatment plans that can guide both short-term and longer-term interventions. Students will learn the Integrative Character Therapy (ICT) model that will guide intervention strategy selection in response to client dynamics and the moment-to-moment dialogue of therapy. Grade of B or better required. (Prerequisites: CNSL 500, 602, 609)

**CNSL 615 ADMINISTRATION AND INTERPRETATION
OF INTELLIGENCE TESTS 3**

This course will focus on assessment of cognitive ability with an emphasis on the Wechsler scales. Evaluation of learning styles and cognitive processes will be introduced. The assessment of special populations will be addressed, as well as the impact of various cultural factors on assessment. Statistical and clinical interpretation, integration of data from various sources, and data reporting will be presented. Grade of B or better required to progress to CNSL 616. (Prerequisite: CNSL 521)

**CNSL 616 PSYCHO-EDUCATIONAL ASSESSMENT:
LEARNING AND ACHIEVEMENT 3**

This course will focus on various measures of student learning. Standardized measures of achievement and aptitude will be emphasized. Informal techniques and fundamentals of curriculum-based assessment will be introduced. Data interpretation will focus on identifying learning problems and developing intervention plans. Statistical and clinical interpretation, integration of data from various sources and data reporting will be presented. Grade of B or better required to progress to CNSL 623. (Prerequisite: CNSL 615)

**CNSL 617 CONSULTATION AND COUNSELING
APPROACHES FOR SCHOOLS 3**

This course will cover counseling and consultation approaches systematically designed to promote school success through assisting students with academic, career and personal/social development. The concepts of counseling and consultation will be discussed including: the purpose of consultation, the skills needed to competently consult, the process of consultation, the application of consultation to school situations and the evaluation of consultation. Practical experience in counseling and consultation will be a focus of this course. Students will be expected to obtain consultees to work with throughout this course. (Prerequisites: CNSL 500, 503, 512, 514)

**CNSL 620 PRACTICUM IN MARRIAGE AND
FAMILY THERAPY 3**

This course is designed to provide professional orientation, integration of spirituality issues with, and to increase practical experience in, the area of marriage and family therapy prior to beginning the internship experience. It requires a minimum of 100-hours supervised experience in an approved site (50 hours of this experience is shared with CNSL 625 Practicum in Psychotherapy Integration). Grade of B or better required. (Prerequisites: CNSL 500, 590, 602, 609; Corequisite: CNSL 625)

**CNSL 623 ADMINISTRATION AND INTERPRETATION
OF PERSONALITY TESTS 3**

The impact of personality functioning on a student's education will be the major emphasis. Both projective techniques and standardized rating scales will be utilized. Statistical and clinical interpretation, integration of data from various sources, and data reporting will be presented. Grade of B or better required to progress to CNSL 627. (Prerequisites: CNSL 518, 609, 615, 616)

**CNSL 625 PRACTICUM IN PSYCHOTHERAPY
INTEGRATION 3**

This course is designed to provide students with advanced skills in the practice of psychotherapy, augmenting the beginning skills presented in CNSL 602. It requires a minimum of

100-hours supervised experience in an approved site (50 hours of this experience is shared with CNSL 620 Practicum in Marriage and Family). The course builds on the theoretical foundations established in CNSL 609 and CNSL 614 and applies these theories to the counseling setting. Christian integration of theoretical and practical applications is presented. Grade of B or better required to progress to CNSL 675. (Prerequisites: CNSL 500, 602, 609, 614; Co-requisite: CNSL 620)

CNSL 627 PRACTICUM IN SCHOOL PSYCHOLOGY 3

This course is designed to provide professional orientation and to increase practical experience in the field prior to beginning the internship in school psychology. Students will broaden their understanding of psychological services and special education, and will continue to refine assessment and report-writing skills. (Prerequisites: CNSL 500, 503, 512, 514, 518, 602, 609, 615, 616, 623)

CNSL 628 SCHOOL PSYCHOLOGY INTERNSHIP I 3

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

CNSL 629 SCHOOL PSYCHOLOGY INTERNSHIP II 3

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

CNSL 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 background in education are to complete the required 60 hours of assigned pre-practicum experiences. Non-educators are required to complete an additional 15 hours of classroom observation. At least 30 of the required hours are to have been completed during the prerequisite courses. Appropriate documentation of all assigned experiences is required. Grade of B or better required. (Prerequisites: CNSL 500, 503, 507, 514, 519, 611; [elementary] CNSL 511, 601; [secondary] CNSL 602)

**CNSL 635 ELEMENTARY SCHOOL COUNSELING
INTERNSHIP 3**

In order to be eligible for this course, the student must have approval of the department and be in "Good Academic Standing." The practicum is a 300-hour supervised experience in an approved elementary setting that emphasizes skills relevant to educational counseling. Group and individual supervision provided. Ethical considerations are reviewed. Graded Pass/Fail. (Prerequisite: CNSL 634)

**CNSL 637 SECONDARY SCHOOL COUNSELING
INTERNSHIP 3**

In order to be eligible for this course, the student must have approval of the department and be in "Good Academic Standing." The practicum is a 300-hour supervised experience in an approved secondary setting that emphasizes skills relevant to educational counseling. Group and individual supervision provided. Ethical considerations are reviewed. (Prerequisites: CNSL 545, 634)

Economic Development

- EDEV 500 COMMUNITY ORGANIZATION 3**
This course will develop a Christian framework for community organizing and equip students to enter a community properly, knowing the different methods of community organizing following an incarnational model. Students will build an economic development strategy based upon the preferences of community residents.
- EDEV 520 CROSS-CULTURAL SKILLS AND UNDERSTANDING 3**
Each student will understand the major teachings of world religions as well as traditional religious practices, with special focus on how religious world views impact the economic development process and receptivity to the Gospel. Students will learn to understand social structures, with a view to (1) finding their roles as developers, (2) envisioning and enacting change that is culturally appropriate, and (3) challenging local structures that are unjust or anti-Christian. Each student will be familiar with the LAMP principles of language acquisition and be equipped to put them into practice.
- EDEV 534 APPLIED FINANCE 3**
The purpose of this course is to develop spiritual principles of financial stewardship which are then focused on both personal and organizational financial contexts. The learner will develop competencies in basic bookkeeping, interpretation of financial statements, and financial management.
- EDEV 535 APPLIED MANAGEMENT 3**
This course will provide students with the theoretical and practical framework that a manager of an economic development program can use to reach strategic management decisions. The course will use case studies and team projects to enhance the leadership concepts studied in the texts. Students will focus on strategic planning, marketing, and public relations within a social ministry or nonprofit organization. At the end of this course students will be expected to integrate Christian faith and strategic management in a way that will transform the leadership of organizations and the communities in which they operate.
- EDEV 540 LEADERSHIP AND EMPOWERMENT 3**
The student will draw together group dynamics, leadership/followership, corporate purpose organizational behavior, and motivate common vision consistent with values, hopes and dreams. The student will develop skills in empowering others to work together so that each person is both productive and fulfilled. This process will be understood through a person's dominant leadership style based on temperament, and will facilitate team building by adaptations where necessary to those of different temperaments.
- EDEV 543 INTERNSHIP IN URBAN ECONOMIC DEVELOPMENT 0**
The student must complete 120 on-site hours at an urban economic development organization in preparation for EDEV 545 Neighborhood Economic Development. Graded Pass/Fail.

- EDEV 545 NEIGHBORHOOD ECONOMIC DEVELOPMENT 3**
Each student, after completing a minimum of 27 graduate credit hours, will spend a minimum of 120 hours on a field assignment strengthening an established business or program focusing on the start-up of a new business or program for an established organization. The student will develop a thesis paper to demonstrate: a) knowledge of the biblical basis, historical perspective, current trends and models of assets-based neighborhood economic development; b) a knowledge of practical information regarding implementation of neighborhood economic development programs in church-based or community-based environments; c) a knowledge of government agencies and private programs that influence the management and packaging of development proposals; and d) an ability to work with and develop tools and skills in evaluating best practice in community and economic development projects. The thesis paper will result in a strategic plan, a business plan, a development plan, or proposal for services for a community development corporation, community based, social ministry or nonprofit organization with a mission of economic development in an inner-city community. (Prerequisite: EDEV 543)

Education

- EDU 500 A CHRISTIAN PERSPECTIVE ON THE SOCIAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION 3**
This course looks at the social and philosophical foundations of education from a distinctly Christian point of view. It aims to give a historical perspective to modern education by an in-depth study of significant contributors to educational theory.
- EDU 501 ISSUES IN SPECIAL EDUCATION 3**
This course is designed to provide a full overview of the historical analysis of Special Education: classifications/definitions and patterns of behavior, description of assessment and intervention strategies, legislation and litigation, outside forces that influence Special Education, and an introduction to the people in Special Education and their relationship to the system. Students will concentrate on their particular area of education as it relates to Special Education. (Prerequisite: EDU 500)
- EDU 503 EDUCATION AND ASSESSMENT OF EXCEPTIONAL STUDENTS 3**
This course is designed to present traditional procedures employed in the referral, screening, assessment, identification and placement of exceptional children. Also included is the development of Individual Educational Plans (IEPs) to insure appropriate educational programming. Emphasis will be on inclusive assessment techniques. Students will examine and administer formal and informal assessments and develop an IEP. Alternative assessment techniques will also be explored. A field placement of two hours per week is required for this course. (Prerequisite: EDU 501 or permission of instructor)

EDU 504 MUSIC FOR CHILDREN 3
 A workshop approach to music methods and materials for children. Course study includes exploration of how to use music creatively and basic music elements and notation. Appropriate curriculum is researched.

EDU 505 CLASSROOM PROCEDURES AND TEACHING TECHNIQUES FOR MULTI-HANDICAPPED 3
 A hands-on experience in techniques for teaching the multi-handicapped and severely retarded. Specialized techniques will include behavior management, task analysis, using adaptive equipment and prosthetic devices, prompting and cuing, augmentative communication systems, positioning and handling, and inclusion techniques. (Prerequisite: EDU 501 or permission of instructor)

EDU 506 SCIENCE AND HEALTH FOR CHILDREN 3
 Content, methods and materials which relate to the teaching of science and health in the elementary school. Research in appropriate curriculum is required. (Prerequisite: A lab science course)

EDU 508 SOCIAL STUDIES AND ARTS FOR CHILDREN 3
 A skills approach course stressing creative methods in teaching social studies. Students prepare units for classroom presentation using resources which facilitate group involvement in art, music and literature. Research in appropriate curriculum is required.

EDU 509 SEMINAR IN SECONDARY EDUCATION 3
 A comprehensive approach to methods and materials appropriate for teaching adolescents. This will include field experiences with the major academic area in the middle/secondary schools.

EDU 510 MATHEMATICS FOR THE TEACHER OF CHILDREN 3
 This is a hands-on course designed to incorporate basic mathematical concepts necessary for the teacher of children and the application of those concepts to teaching. Students are required to attend an Association of Teachers of Mathematics for Pennsylvania (ATMOPAV) conference. Research in appropriate curriculum is required.

EDU 511 LEARNING AND COGNITION 3
 An in-depth examination of the research on issues of learning and cognition and how it applies to the classroom. A major research paper is required.

EDU 512 TEACHING ENGLISH AS A SECOND LANGUAGE 3
 The methodology for teaching English as a Second Language, especially appropriate for the classroom teacher who has non-English speaking students in the classroom.

EDU 513 TEACHING OF FOREIGN LANGUAGE AND ENGLISH AS A SECOND LANGUAGE 3
 Includes the methodology for teaching French, Spanish and English as a Second Language for teachers of foreign language. This course should only be taken by students who plan to teach French or Spanish.

EDU 514 THEORIES OF SECOND LANGUAGE ACQUISITION 3
 This course provides graduate students preparing for certification in ESL a thorough understanding of the theories of second language acquisition (SLA) and an introduction to the types of research conducted to ascertain what factors have an impact on the acquisition of a second language. Studying what processes and conditions appear to facilitate the learning of a second language will help the future language professional approach the teaching of the second or foreign language in an informed manner, able to recognize the possibilities and limitations of learning the target language in a classroom situation. Students will design a small research study, collect data, analyze it and report to the class on their findings.

EDU 516 TEACHING MATHEMATICS - SECONDARY LEVEL 3
 A variety of activities to facilitate the development of competent mathematics teachers, and knowledge related to the development and implementation of strategies for teaching mathematics.

EDU 517 MULTICULTURAL EDUCATION 3
 This course will focus on the concept and implication of race and ethnicity from global perspectives, examining how different cultures and societies categorize and label people on the basis of physical and culture differences and how the global practices compare with those in the United States. This course will also probe into the historical root of racism and ethnic prejudice in this country and the implication of racial and ethnic discrimination in education, specifically in curriculum development. Students will complete a research paper on a related topic.

EDU 520 SOCIOLOGY OF EDUCATION 3
 Analyzes the process whereby knowledge and skills are imparted, especially in formal settings. The analysis of educational activities, roles and structures—their form and content, their location in larger social structures, and their outcomes for individuals and collectives. Sociological approaches to education are comparative and cross-cultural, overlapping with anthropological studies. Principal concerns include the relationship between social stratification and education and issues of justice raised by the hierarchical distribution of education in modern societies.

EDU 521 STATISTICS 3
 Introduction to statistical techniques. Topics include descriptive methods, probability distributions, sampling and data collection, hypothesis testing, regression, correlation and forecasting methods.

EDU 527 MORAL AND ETHICAL LEADERSHIP IN INSTITUTIONAL CULTURE 3
 This course will build a theoretical and practical foundation for moral and ethical judgment, reading works of the Greeks, Romans, Erasmus, Lewis, Durkheim, Dewey, Kohlberg, Sergiovanni and Coles. Students will examine various approaches to moral education including values clarification, moral/cognitive development and character training. Students will develop a personal philosophy of moral and ethical leadership and investigate ways to apply it to public and private schools.

- EDU 528 EARLY CHILDHOOD EDUCATION: PRINCIPLES AND PROCEDURES 3**
 Discussion of current theories of early childhood education including Montessori method, Piaget approach, Progressive Movement, Behavioral Approach, and others. Models of pre-school programs described: infant programs, day care, Head Start/Home Start, parent/child centers, programs for the handicapped, and others. A research paper is required.
- EDU 529 EARLY CHILDHOOD EDUCATION: CURRICULUM AND ASSESSMENT 3**
 Emphasis on creating an environment conducive to early learning with reference to major early childhood program models and related classroom materials. Methods for assessment will be discussed and utilized with preschool children and programs. A research paper is required.
- EDU 531 COMPUTERS IN THE CLASSROOM 3**
 A course designed to acquaint the teacher with the uses of computers in modern classrooms. Topics include word processing, grade books, data bases, LOGO, and an evaluation of educational software. A hands-on course based in the computer lab. No computer expertise is required.
- EDU 535 URBAN EDUCATION 3**
 Past and present issues of urban education. Survey of the special needs of urban educators and children. A research paper is required.
- EDU 540 TEACHING IN THE CHRISTIAN SCHOOL 3**
 A study of the philosophy of the Christian school movement and the integration of faith and learning. The implementation of Bible studies into everyday life through drama, discussion, visuals, art, music, choral renditions, puppetry, role playing and identification will be explored. A research paper is required.
- EDU545 EDUCATION IN A GLOBAL CONTEXT 3**
 In this graduate seminar students will explore important concepts and trends affecting educational leadership as globalization accelerates. The course will focus on three strands of educational disciplines relevant to globalization: global education, international education, and comparative education. From the perspective of global education, students will critically examine the effects of globalization on education and explore various possibilities to reach the global community. From the perspective of international education, students will assess various internationalizing efforts in curriculum and institutional reform. From the perspective of comparative education, students will compare various educational systems from the world utilizing case studies from the anthropological, sociological and educational literature.
- EDU 550 FIELD EXPERIENCE 3**
 A full-time field experience in a school requiring a minimum of 90 hours as a teacher's aid. The student must keep and submit a log of the experience. Students have an opportunity to work in a variety of situations from elementary children to college students. This course will be taken by those students who do not have teaching experience. There may be a combination of settings if approved by the Education Department. (Prerequisite: EDU 501, 503, 505)
- EDU 550 FIELD EXPERIENCE: SPECIAL EDUCATION 3**
 A full-time 90-hour experience for all special education certification candidates. Under the supervision of a certified special education teacher, and with the approval of Eastern's Director of Special Education, students may work in no more than three educational settings, including one inclusive setting as a teacher aide. Assignments will include, but not be limited to, developing informal assessments and behavior management programs, IEP's and an in-depth research project. (Prerequisites: EDU 501, 503, 505)
- EDU 570 JUVENILE LITERATURE 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 pre-school through adolescent multicultural literature will be explored.
- EDU 580 COMMUNICATION ARTS FOR CHILDREN 3**
 The content, methods and materials for teaching oral and written language skills. Listening, speaking, and creative and functional writing and their related skills will be stressed. The approaches of whole-language, literature-based reading instruction and process writing will be examined.
- EDU 581 METHODS OF NONVERBAL COMMUNICATION IN THE CLASSROOM 3**
 An overview of alternative augmentive communication systems, i.e., signing, language boards, gestures, computers, adaptive devises. Assessment, interventions and related services will be examined, as well as psycho-social issues and inclusion techniques. A 20-hour observation required.
- EDU 582 METHODS OF CLASSROOM MANAGEMENT 3**
 Classroom management techniques for pre-service and in-service teachers. Emphasis will be placed on inclusive techniques utilizing various strategies and specific interventions from the strategies, therapeutic and preventive measures will be examined. A 20-hour observation/field placement in an approved setting provides an opportunity for observing and implementing classroom management strategies in inclusive settings.
- EDU 583 EARLY INTERVENTION IN INCLUSIVE SETTINGS 3**
 Practical and useful procedures for working with special needs infants, young children, and their families. Emphasis is placed on importance of social, cognitive and sensory motor development, and appropriate service delivery in an inclusive setting, as required by major legislation mandates. A field observation of at least 2 hours per week (20 hours total) in an approved classroom or agency is required. This may be completed in conjunction with any Education methods or Special Education course. (Prerequisite: EDU 501)
- EDU 588 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.

EDU 590 THE PRINCIPALSHIP 3

An historical perspective is used to shape current understanding of the school leader as manager of change. Students will examine research and practices related to decision making, conceptualizing, planning, policy administration, motivation, community relations, evaluation, inter-group relations and school climate. Twenty hours of internship are required under the supervision of an experienced principal.

EDU 592 THE SUPERINTENDENCY 3

This course considers roles, relationships and responsibilities of the chief school administrator and central office staff. Emphasis is placed on the intellectual and practical skills necessary for the successful superintendent to lead a public school district. Topics include analysis of relevant political, economic and social factors; identification of academic excellence; clarification of organization structure; recognition of decision-making patterns; necessity of vision and action planning; strategies of consensus building. Twenty hours of on-site field work are required.

EDU 598 LEADERSHIP MODELS FOR EFFECTIVE EDUCATION 3

Management theory and skills are applied to developing leadership for real-life educational situations. Operational leadership skills will emphasize conceptualizing, planning, implementing projects and designing strategies for managing change effectively. Topics will include leadership style, context analysis, vision and mission, consensus building, interpersonal skills, team building, problem-solving, decision-making and the ethical culture. Of particular sensitivity will be applying leadership to multicultural global urban contexts. Twenty hours of on-site internship are required.

EDU 601 DEVELOPMENTAL READING 3

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

EDU 602 READING DISABILITIES 3

Students examine the physiological, psychological, sociological, neurological and educational factors contributing to literacy acquisition. They explore various theories, research findings and diagnostic procedures involved in diagnosing and remediating reading difficulties. Diagnostic teaching is emphasized along with portfolio assessment. A resource file will be developed for future use. The student is expected to do a full battery of reading tests and write a case study on one youngster. (Prerequisite: EDU 601 or equivalent)

EDU 603 READING IN THE CONTENT AREA 3

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

EDU 604 DIAGNOSIS, ADJUSTMENT, AND REPORTING OF LITERACY PROGRESS 3

This course should be taken following Reading Disabilities. It will expand the educator's knowledge of on-going diagnostic instruction through the use of testing, observation and portfolio assessment. The student will learn to administer the Slosson Intelligence Test (SIT-R) and the Kaufman Brief Intelligence Test, administer the Woodcock Reading Mastery Test-Revised and give hearing and vision screenings. Various programs of remediation and intervention will be examined. The student will be guided in writing a diagnostic report explaining their testing results and designing a program for growth in literacy for an individual student. (Prerequisite: EDU 602)

EDU 606 MULTICULTURAL LITERACY 3

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

EDU 607 SUPERVISION OF INSTRUCTION 3

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

EDU 608 SEMINAR FOR SUPERVISORS 3

This organizational management seminar was developed to aid the student in analyzing the role of the supervisor. The factors which affect organizational management and the school environment as well as working relationships will be discussed. State and local law and the function of the school board in policy determination which will affect the school program will be discussed. Students will have the opportunity to design a school program along with the staff development and the budget process necessary to support that instructional program. (Prerequisites: EDU 607, EDU 622 and EDU 623)

EDU 609 SEMINAR IN RESEARCH 3

The student is asked to review and discuss the pertinent research both past and present which has led to today's knowledge of the area of the Supervisory Certificate. The complex

relationships of reading theory, research and practice will be explored. The course includes participatory teaching, collaborative inquiry and critique to provide the atmosphere for learning about major theories, research paradigms and pedagogy. The student will design a research project.

EDU 610 STUDENT TEACHING 3, 6
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.

EDU 612 READING CENTER PRACTICUM 6
This is an off-campus experience which gives the student the opportunity to test, diagnose and design a program suitable for an individual or small group of youngsters. The clinician will take into consideration the elements of the cognitive and affective domains as well as curriculum and instructional content. Seminars are held to discuss planning, confer with colleagues, compare portfolios, and critique lessons. Each clinician is expected to prepare a workshop suitable for staff development. Current research will be reviewed. Materials and programs in the area of literacy will be examined. (Prerequisites: All reading courses)

EDU 614 PRACTICUM FOR THE SUPERVISOR 3
The student will spend 90 hours or more working with a Reading Supervisor in a school district under the supervision of a faculty member from Eastern University. (If the student is already an acting Supervisor in the area of certification in a school setting, the assignments will be fulfilled on the job with supervision from Eastern University.) A prescribed number of assignments must be completed which include, but are not limited to, activities in program development, instructional improvement, policy determination, staff development, financial arrangements, role analysis, and program evaluation.

EDU 617 ADVANCED SEMINAR IN MULTICULTURAL EDUCATION 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. Students will read and critically examine anthropological, sociological, historical, political, and educational perspectives on the topic. While the basic framework of the course remains the same course to course, the focus of each course will change to cover a wide range of multiculturally related topics and to maximize the expertise of a course instructor. Possible topics for this course include: Global Perspectives on Race and Ethnicity; Multicultural Approaches and Critical Theory; Gender Equity Curriculum; Language Diversity, Identity, and Politics; Religious Diversity and Education; Race, Class, and Politics in America; Immigration and Education; and Legal Issues in Multiculturalism. Students are allowed to repeat the course once to earn up to 6 credits. (Prerequisite: EDU 517)

EDU 620 PRACTICUM 3
A seminar to synthesize the academic disciplines and relate them to the development and learning of the pupil in school and focus on the needs of the student teacher. This course

offers opportunities to gain skill, insight and perspective in the relationship of theory to practice in the teaching-learning process. To be scheduled concurrently with student teaching.

EDU 621 PUPIL PERSONNEL SERVICES 3
Course will review the philosophy of all special services, such as attendance, health and psychological services, provided in schools as well as their objectives and goals based on current theory and research. Topics will include roles and responsibilities of pupil personnel professionals, inclusion, referral services, parental conference techniques, and relationship with administration and staff. International programs will be compared with those in the United States. Twenty hours of field work in areas covered by this courses are required.

EDU 622 SCHOOL GOVERNANCE AND ORGANIZATION 3
The course will focus on political realities of governance including the role of federal, state and local authorities and commensurate skills school leaders need to relate to each group. Emphasis is on application of organizational development principles, consensus building and change theory. Twenty hours of on-site field work is required.

EDU 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.

EDU 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.

EDU 625 SCHOOL FINANCE 3
This course is concerned with district-wide and school-specific financial administration policies and procedures essential to wise use of funds, facilities, equipment and people. The need for technology in financial management is stressed. International programs will be compared with those in the United States. Twenty hours of field work in areas covered by this courses are required.

EDU 626 EDUCATIONAL INSTITUTIONS/ COMMUNITY RELATIONS 3
An investigation of knowledge and skills needed to maintain open lines of communication between educational institutions and the community. Students will compare international programs with those in the United States. Twenty hours of field work in areas covered by this course are required.

EDU 627 PERSONNEL AND LABOR RELATIONS 3
This course examines the personnel function in educational settings. It considers trends in staffing, recruitment, selection, assignment, orientation, performance evaluation as well as grievances, labor relations and negotiations. Twenty hours of on-site field work are required.

EDU 628 STRATEGIC PLANNING AND INSTRUCTION 3
Course explores use of the strategic planning model for articulating and integrating delivery of effective instruction and examining consistency between an organization's behavior and mission, between student outcomes and the school's vision. Students will observe linkages between mission and classroom in their internship site and develop their own strategic plan utilizing simulation and case studies. Emphasis is placed on global urban environment. Twenty hours of internship required.

EDU 635 RESEARCH DESIGN 3
In this graduate course students will survey both quantitative and qualitative research methods including survey, experimental/ quasi-experimental method, historical method, qualitative methods, and ethnography; critically examine various research papers employing such methods; and write a research proposal on a topic relevant to their professional field. (Prerequisite: EDU 521)

EDU 640 THESIS/PROJECT 3
This course is a guided development of a hypothesis, an initial outline, proposal and research project. The graduate student must be registered for EDU 640 (six credits or two semesters) until completion of the thesis. Thesis must be completed within one calendar year from the first course registration date for EDU 640.

EDU 650 INTERNSHIP 1,2 OR 3

Health Science

HSCI 500 HEALTH PROMOTION 3
This course includes attitudes and lifestyle practices as they influence healthy lifestyles. Personal health issues, such as personal health practices, safety and emergency measures, and family living and personal intimacy will be addressed. Includes topics on aging and wellness.

**HSCI 515 CURRICULUM DEVELOPMENT
IN HEALTH EDUCATION 3**
Methods and sources of materials for health instruction at all levels. Research will be examined. (Prerequisite: 9 hours of health science or permission of the instructor)

HSCI 520 NUTRITION EDUCATION 3
The basic roles of nutrients, their influence on the life cycle, nutrition therapy, health/wellness and weight control, and methods of presenting this information. Also implications for political and societal change, consumer concerns, and global food problems will be discussed.

HSCI 521 HEALTH AND AGING 3
An overview of the aging process from a biological perspective. The demographics of the older adult population will be presented with respect to patterns of health and illness. Biomedical changes as they relate to aging body systems will be addressed. Problems of professional responsibility, medical care and facilities, and ethical issues will be discussed.

**HSCI 560 COMMUNITY AND
ENVIRONMENTAL HEALTH 3**
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
This course will focus on health issues. Disease incidence prevention and control data from the developed world and Third World will be analyzed.

Interdisciplinary Studies

INST 500 PHILANTHROPY 3
A broad exposure to the concept of charity, with emphasis on answering "why." Students will study the history, culture and evolution of philanthropy in the Western world, various religions' reasons and justifications for charity, and the seemingly-inherent psychological human need to be of benefit to others in society.

INST 562 BIBLICAL FAITH AND ECONOMICS 3
An examination of diverse methodologies, hermeneutics, and conclusions about the meaning of biblical data for economic life today. Special attention will be given to a careful exegetical analysis of relevant biblical material.

**INST 564 CULTURAL ANTHROPOLOGY AND
ECONOMIC PERSPECTIVES 3**
Introductory course designed to make students sensitive to cultural issues as they live, work and plan development work in their own and different cultures. Focuses on the use of anthropological research techniques in development work, understanding world views and cultural change, and the interaction of economics, development projects, and culture.

INST 565 URBAN ANTHROPOLOGY 3
Examines characteristics of cities from an anthropological perspective. Ethnographic data is used to reveal the structure of social life that is unique to cities. Neighborhoods, networks, occupational groups and ethnic groups will be studied. Since Christian witness and development efforts that are contextualized are more effective, the course will conclude with an extended discussion of the relationship between an agent of change and the city environment.

INST 567 URBAN SOCIOLOGY 3
Designed to cover the socio-economic factors controlling the process of urbanization in America and Third World countries. Focuses on the technology that has fostered urbanization, as well as on the ecological and demographic realities of the city. Strong emphasis on classical theoretical framework for urban studies.

INST 662 THEOLOGY OF POVERTY 3
An examination of the biblical and theological justification for the integration of the Christian faith with the economic conditions faced by wealthy and poor nations. This course seeks to bring together theology and economics in order to discover the relevancy and necessity of this connection for a more sensible economic life in the 21st century.

INST 664 CHRISTIAN MISSION AND SOCIAL TRANSFORMATION 3
 A theological framework for the understanding of the relationship between Christian mission and the processes of social transformation. Explores biblical models and paradigms, as well as historical examples of how Christian mission has generated social change and how missionaries have interpreted it. Special attention to contemporary approaches to development, revolution and liberation. Includes field visits to churches and agencies involved in mission within situations of social change.

INST 665 URBAN SOCIAL WELFARE IN AMERICA 3
 An exploration of the range of societal responses to typical urban social problems. Includes critical examination of the social welfare perspectives. Students examine antecedent value sets and philosophical underpinnings; the societal structures and institutions in which societal response is embodied and the facility of these social structures and institutions to mediate well-being and wholeness; and current economic/political realities of social welfare. The common starting point for course participants and the framework for critical analysis is the biblical mandate that people live by the work of their hands and that "true justice" be administered in society.

INST 670 COMMUNITY REVITALIZATION STRATEGIES 3
 Examines contemporary problems, approaches and success stories associated with the economic rebuilding of American cities. Focuses on the separate perspectives of government, community groups, financial institutions and philanthropic organizations and on the opportunities for cross-sector collaboration in meeting the challenges.

INST 671 ENVIRONMENTAL SCIENCE IN STEWARDSHIP PERSPECTIVE 3
 Examines the connections between environmental science, responsibility to be stewards of Creation, and development in the economically poorer countries. Areas of focus include an introduction to the theology of Creation; an overview of basic ecological concepts; an examination of the major areas of environmental concern, including human population growth, food production, living and non-living resources, and pollution; and the role of politics and economics in environmental management.

Language

LANG 510 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.

SPANISH

SPA 611 SPANISH CULTURE AND CIVILIZATION 3
 A cultural study of the Spanish civilization from the Pre-Roman and Roman Spain, the Germanic invasions, and the Moslem occupation through Spain's glory and decline to the present place of Spain in the world.

SPA 612 LATIN AMERICAN CULTURE AND CIVILIZATION 3
 A wide and comprehensive study of the geography, ethnic groups, languages, traditions, history, economics, religion, literature and art of Latin America as a necessary background to examine the present status of the contemporary Latin American republics.

SPA 613, 614 SURVEY OF SPANISH LITERATURE 3
 From the Medieval Epic to the present, with attention to the major literary movements through reading selections from representative works.

SPA 615 HISPANIC AMERICAN LITERATURE 3
 Representative authors of Hispanic-American literature from colonial times to the present.

SPA 618 ADVANCED GRAMMAR AND COMPOSITION 3
 This course includes intensive review of grammar, vocabulary, and idioms, as well as intensive use of drills and exercises to develop competence and fluency in speaking and writing idiomatic Spanish through conversation, debates and oral presentations.

SPA 620 READINGS IN SPANISH 3
 Selected reading, periodic visits with the professor and a written report. Permission of the department is required.

Nursing

SCHOOL NURSE

NURS 508 LEGAL/MANDATED RESPONSIBILITIES OF THE SCHOOL NURSE 3
 Describes and demonstrates procedures carried out by physicians, nurses, dentists, teachers and others to appraise, protect and promote the health of students and school personnel. It is concerned with promoting the total health of the student, giving attention to the physical, emotional and spiritual aspects, recognizing their interdependence. Transcultural issues are presented and techniques for providing school health services to diverse populations are addressed.

NURS 509 THE SCHOOL NURSE AND THE EXCEPTIONAL CHILD 3
 Gives students an awareness and appreciation of the uniqueness of the role of the school nurse in meeting the needs of children with handicaps, chronic emotional conditions and development disabilities served under PL 94-142/99-457. The course is designed to improve the school nurse's skills in assessing and identifying the needs of this population, developing the health component of the individual education plan and implementing intervention strategies. (Prerequisite: NURS 508)

NURS 530 PRACTICUM IN SCHOOL NURSING 3-6
 This course will include two hours per week in class to discuss application of theory and share ideas and questions and ten hours per week (for a total of 150 hours) of supervised practical experience in a school district - 10 hours health

education, 20 hours special education, 60 hours secondary education, 60 hours elementary education. Students in the school nurse program are required to take a six-credit practicum with the following exception: A three-credit practicum may be approved by the Director of School Nursing for students who have completed at least 75 hours of elementary and secondary school nurse experience as a substitute or volunteer. A verification in writing of hours of experience and an evaluation from the school nurse's immediate supervisor, i.e., principal, must accompany the request for a reduced credit practicum.

NURS 592 INFORMATION SYSTEMS FOR HEALTH CARE PROFESSIONALS 3

This course exposes the student to the emerging field of informatics the student will examine the impact of informatics on the delivery of healthcare. The study of informatics will be explored for its use in nursing practice, education, research, and administration.

NURS 594 EMERGING INFORMATION TECHNOLOGIES IN HEALTH CARE 3

This course focuses on emerging technologies involved in healthcare information technology. Technologies to be explored include computer hardware, categories of software, standardized language lexicons, computer-based patient record (CPR), database management systems (DBMS), telehealth, decision support systems (DDS), wireless technology, and communication technologies. The course will provide an overview of consumer health informatics, focusing on patients as users of information technology. Principles of human-computer interaction (HCI) as related to healthcare technology development and use will be explored.

NURS 596 HEALTH CARE INFORMATION SYSTEMS 3

This course focuses on healthcare information systems their history, development, use, and maintenance. The student will explore knowledge schemes, index languages, and a system approach to planning, analysis, design, implementation, and evaluation of healthcare information systems.

NURS 598 PROFESSIONAL PRACTICE, TRENDS, AND ISSUES IN HEALTH CARE INFORMATICS 3

This course provides the student with the opportunity to conduct an in-depth exploration of the professional role of an informatics specialist. Students will analyze current trends and issues in the health care informatics field. Students will investigate ethical issues and dilemmas encountered by informatics nurse specialists. Standards, laws, and regulations will be examined within the context of current professional practice. This course will be facilitated online.

NURS 615 PHYSICAL ASSESSMENT FOR SCHOOL NURSES 3

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

NURS 691 EPIDEMIOLOGY AND PUBLIC HEALTH 3

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.

GLOBAL MBA IN LEADERSHIP
(in partnership with World Vision International)

FOUNDATIONS FOR LEADERSHIP 0

Covers basic models of leadership competencies and attitudes essential for effective leadership. A personal and professional development planning process is embarked upon and participants are led through an introspective process of examining areas of self-improvement.

LDEV 515 SERVANT LEADERSHIP 3

Provides an overview of both religious and secular writing on servant leadership. An in-depth examination of Christ's model of servant leadership is the cornerstone for much of the curriculum.

LDEV 520 PERSPECTIVES ON POVERTY AND DEVELOPMENT 3

Provides a study of the principles and practices of transformational development within the context of a deeper analysis of poverty and the various theories of development.

LDEV 525 MANAGING CULTURAL DIFFERENCES 3

Provides an anthropological overview of cultural structures and practical applications for managers and development practitioners for the management of diversity and change in the organization and in the community.

LDEV 540 HUMAN RESOURCE MANAGEMENT 3

Provides an overview of skills and attitudes essential to managing people and organizational systems. Emphasizes the centrality of people to any organization, and in particular, to NGOs.*

LDEV 570 STRATEGIC THINKING AND ORGANIZATIONAL DEVELOPMENT 3

Provides an overview of concepts, skills and methods for a leader to think, plan, and act strategically, particularly as related to the special challenges of NGOs and how to initiate, lead and manage organizational change for an international NGO through the understanding of change models and tools. It provides an overview of organizational behavior theories, as well as those described as organizational development.

LDEV 610 ADVOCACY AND HUMAN RIGHTS 3

This course is designed to prepare Christian leaders for social justice advocacy in the context of the global struggle for human rights. Drawing upon Martha Nussbaum and Amartya Sen's "capabilities approach" to human rights, the course presents a Freirean model for social justice advocacy that recognizes the local, national and international context of advocacy work and explores creative partnerships with other organizations and

*NGO - Non-Governmental Organization

community groups on particular advocacy issues. The course emphasizes the importance of a developing a biblical basis for social justice advocacy and the development professionals to cultivate strong advocacy skills.

**LDEV 620 SPIRITUAL FORMATION
FOR CHRISTIAN LEADERS 3**

Pathways will guide participants through a spiritual formation process. Beginning with the Certificate level and continuing through the MBA level, the course provides participants with an in-depth experience as well as a framework to assist others in spiritual formation.

**LDEV 625 MANAGERIAL ACCOUNTING/FINANCIAL
MANAGEMENT AND CONTROL FOR NGOS 4**

Provides an overview of systems and procedures required to ensure fiscal responsibility for any organization, with special focus on the nonprofit and NGO world. The course begins with the development of critical knowledge and skills in managerial accounting and includes principles and essential tools for effective senior-level financial management in organizations.

LDEV 640 APPLIED RESEARCH 3

Through participation in all stages of research design, this course equips leaders to become effective users of research for informed decision making. Course materials and exercises contribute to both the discipline and mindset of the reflective practitioner and the relation with learning organizations and effective leadership.

**LDEV 650 RELIEF AND MITIGATION FOR
DISASTERS AND COMPLEX
HUMANITARIAN EMERGENCIES 3**

An overview of fundamental concepts, principles and tools essential for effective emergency relief and disaster mitigation interventions. A comprehensive simulation of a major disaster and NGO response is used to illustrate both the complexity as well as the practical principles to be followed by those responsible for these programs.

**LDEV 660 MARKETING, COMMUNICATIONS AND
FUNDRAISING FOR THE NGO 3**

Through careful study of the strategic marketing planning process, this course prepares students to skillfully use the tools of this process to strengthen their mission-based organizations. Two key areas receive special focus: 1) the careful assessment and alignment of organizational and market dynamics, and 2) the design and implementation of relationship-building activities. Students will also consider the biblical framework for marketing and fundraising activities, in particular, reflecting on appropriate parallels in the words and actions of Paul. Wherever possible, case studies and real-life examples will be used to provide students with opportunities to practice using the tools of marketing and fundraising.

**LDEV 665 THE GLOBAL ECONOMY IN
THE 21ST CENTURY 3**

Familiarizes participants with the international environment in which for-profit and nonprofit organizations operate and examines the role of economic freedom in general prosperity.

**LDEV 670 MANAGEMENT INFORMATION
SYSTEMS (MIS) 3**

An overview of the dramatic reshaping of the global economy in the information age, along with the new information management systems, theories, and tools in a dynamically changing field. Primary focus is on what senior managers need to know and do to ensure that technology and knowledge management are used most strategically.

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP

*(in partnership with Cornerstone Christian College,
Cape Town, South Africa)*

LEAD 520 MANAGING CULTURAL DIFFERENCES 3

This module will address practical issues of cross-cultural organizational life with the aim of increasing understanding of the impact of culture on an organization. Areas of diversity such as gender and ethnicity will be explored in order to increase competencies in communication and cultural understanding, and create effective organizations, coalitions and relationships that honor people reflecting integrity and respect.

LEAD 525 SOCIAL TRANSFORMATION 3

This module will explore the need for social transformation from a biblical perspective, using Jesus as a role model, with a view to challenging our thinking and the practices in the church. The module will explore the role that the church establishment can play in facilitation change as well as empowering people to become agents of change. Post-Apartheid South African society will be the focus of the studies, though exposure will be given to issues facing other communities.

LEAD 534 FINANCIAL MANAGEMENT I 3

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

LEAD 535 FINANCIAL MANAGEMENT II 3

This module is designed to familiarize participants with important legal, financial and taxation matters affecting NPOs in South Africa. It will also provide practical guidance on the implementation of some of the fundamentals of financial management for NPOs. These include: financial accountability; internal controls; recordkeeping; budgeting; financial reporting.

LEAD 540 LEADERSHIP AND EMPOWERMENT 3

The module starts from the premise that more effective leadership is needed within the church and its agencies worldwide. Leadership styles will be examined with servant leadership exemplified by Jesus Christ as the central organizing paradigm for this module. Primary outcomes for each

participant will be (1) a thorough understanding of servanthood in theological and historical context; (2) a personal assessment and appropriation of the foundational principles of servanthood, and (3) a comprehensive application to your present or proposed ministry.

LEAD 541 HUMAN RESOURCES AND PERFORMANCE MANAGEMENT 3

Starts from the premise that people are at the center of God's heart and are the most valuable resource in any ministry or enterprise. The purpose of the module is to explore the human factors in your organization and develop experience and skill in responding to the needs of those people. This module will cover areas of culture, diversity, conflict resolution, communication, training, mentoring, staff care, preparation for the unexpected and caring for yourself as leader.

LEAD 575 RESEARCH DESIGN 3

This module is designed to equip the student to become an informed user of research in the process of strategic planning and evaluation. This is accomplished through the experience of actual participation in all stages of research design. In the process the student will be exposed to research applications in a variety of contexts and develop practical, working knowledge of research terms and concepts and equipped to undertake relatively uncomplicated research studies in a practical context.

LEAD 610 STRATEGIC PLANNING 3

This module examines the strategic planning process including an internal appraisal of strengths and weaknesses; an assessment of future trends; setting general goals and strategies for achieving them. Issues such as diagnosing the organizations current situation, implementing a strategic plan and allocation of resources will be examined.

LEAD 620 SPIRITUAL FORMATION FOR CHRISTIAN LEADERS 3

A study of and experience in the classical traditions of spiritual disciplines as they enhance and encourage the process of growth into the likeness of Jesus Christ will be undertaken. The object is to encourage, enhance and engender disciplined habit patterns that open the student to God and promote spiritual health through weekly reading, study, response and practice of the classical spiritual disciplines.

LEAD 681, 682 RESEARCH PROJECT 3

Participants will have selected a research project to undertake that will benefit their current work experience and incorporate the methodologies taught and the content derived from each of the modules undertaken as part of their masters' program.

LEAD 630 SPECIAL TOPICS

PROJECT MANAGEMENT 3

Strategic initiatives often fall short because of deficiencies in project management and execution. In this module the participant will develop skills in resource coordination, scheduling, and assessment in the context of existing organizational ministry undertakings.

INTRODUCTION TO MICRO-ENTERPRISE DEVELOPMENT 3

This module is a seminar designed to provide participants with: (1) an historical background on the origins and changing goals of micro-enterprise development; (2) a review of contemporary urban, rural and international micro-enterprise development programs conducted by public, private and faith-based groups; (3) an overview of economic development impact, issues and policies in micro-enterprise development; (4) a knowledge of the qualities of successful micro-entrepreneurship development. The module will focus on: the creation of micro-lending and micro-enterprise programs, the role of neighborhood/community visioning and community organizing, and the training of trainers and entrepreneurs.

ENTREPRENEURSHIP 3

A great need in the Two-Thirds World is to develop and initiate small business initiatives. In this module the learner will develop skills in response to demonstrated need through development and execution of a strategic plan and operational business utilizing the competencies developed in core modules.

MARKETING AND FUNDRAISING 3

This module examines marketing strategies and principles appropriate for the not-for-profit sector. Topics such as corporate identity, marketing strategy, positioning in the marketplace, collaboration and strategic alliances, and fundraising strategies will be covered. Developing a biblical perspective and seeking God's principles to guide those who manage the marketing activities of their organization will be an emphasis of the module.

COMMUNITY ORGANIZING 3

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

FOUNDATIONS OF DEVELOPMENT STRATEGIES 3

Many Christian churches and Christian agencies in the world have ministries that are holistic in nature ministering to the whole person – social and community. These ministries encompass a spectrum of activities ranging from relief and rehabilitation to development to self-sustaining institutions. Most churches and mission agencies have at some time had ministries that included famine relief, orphanages, schools for the blind, agricultural development, health services, housing, schools, colleges, and/or business development services. This survey module addresses the major problems met in both rural and urban areas and the holistic ministries employed by the Christian church to respond to human need in its various forms. Field visits to typical ministries are an important part of this module.

FAST-TRACK MBA® COURSES

FOUNDATION COURSES

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

MNGT 500 PRINCIPLES OF CONTINUOUS EDUCATION 0-1

An introduction to group process and nontraditional education. Self-assessment exercises identify learning styles and personality types. Learning-group simulations focus on clear and effective communications in work relationships.

MNGT 510 ISSUES IN MANAGEMENT 2

An introduction to a broad range of management theories and practices, with special emphasis on the role of business, issues in management, and improving organizational performance.

MNGT 520 RESEARCH DESIGN 3

An introduction to critical market research tools—including current methods, instrument design, measurement criteria, and quantitative analysis—used to guide management decisions in an ever-changing marketplace.

MNGT 531 FINANCIAL THINKING I 3

A study of the use of managerial accounting tools which assists in executing the decision making, planning, directing, and controlling functions of management within a variety of organizational contexts.

MNGT 532 FINANCIAL THINKING II 4

A further study of the importance of financial analysis for managerial decision making and impact of organizational setting (i.e., for-profit or nonprofit) for financial reporting systems and controls.

MNGT 541 STRATEGIC THINKING I 3

An introduction to the concepts and language of strategic marketing, customer service, product development, and promotional strategies within the context of a global economy.

MNGT 542 STRATEGIC THINKING II 3

A critical look at the process of strategic thinking, including mission, goal setting, and strategy implementation. Critical to this study are the ethical, legal, social, and environmental issues inherent in business.

MNGT 550 MANAGEMENT COMMUNICATION 3

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

MNGT 560 BUSINESS ETHICS 3

A discussion and inquiry into the process of ethical analysis and moral discernment. The focus is on responsible thinking based on a system of values, resulting in managerial action which will promote the well-being of all business stakeholders.

MNGT 600 LEADERSHIP 3

A study of contemporary theories and practices in the area of organizational behavior, including issues such as leadership, shared values, motivation, and team building.

MNGT 630 EXECUTIVE SEMINARS

(Four 1/2-credit seminars)

Half-day seminars with guest speakers covering such business-related topics as entrepreneurship, change management, gender issues in the work place, and the future of information technology.

MNGT 650 QUANTITATIVE DECISION MAKING 3

A study of the necessary tools for making critical decisions concerning the effective allocation of resources, recognizing the importance of cost-reduction practices.

MNGT 680 BUSINESS POLICY CAPSTONE 4

A capstone course which brings together and summarizes all courses, illustrating development, implementation, and reformulation of strategic management and organizational policy processes.

MNGT 690 NEW VENTURE PROJECT 3

The development of a comprehensive project in the form of a written business plan, focusing on the identification, exploration, and feasibility of starting a new venture, incorporating an entrepreneurial focus and centering on collaborative cohort efforts. The New Venture Project is carried out over a significant part of the program.

Note: See the general Course Descriptions section for MBA Health Administration and MS in Health Services Management Courses.

FINANCIAL INFORMATION

2003 SCHEDULE OF STUDENT CHARGES

TUITION CHARGES

Graduate Business Courses	\$ 440.00 per credit
Graduate Counseling & Education Courses	\$ 425.00 per credit
Undergraduate Level Courses	\$ 360.00 per credit
Fast-Track MBA® - Management	\$ 605.00 per credit
Fast-Track MBA® - Health Administration	\$ 605.00 per credit
Fast-Track MS in Nonprofit Management	\$ 470.00 per credit

MISCELLANEOUS FEES (may vary by program)

Application for Admission	varies by program
Auditing - Graduate	\$ 220.00 per credit
Credit for Life Learning	
Portfolio Application (one-time fee)	\$ 85.00
Portfolio Assessment - 1-3 Credits	\$ 195.00
General Expense Deposit	\$ 150.00
<i>(General Expense Deposit is for new full-time, and returning students changing from part-time to full-time)</i>	
Graduation Fee	\$ 85.00
Health Insurance (02-03 rate, annual fee, full-time semester students)	\$ 745.00
Identification Card Replacement	\$ 35.00
Parking Registration (Full-time Students)	\$ 100.00
Parking Registration (Part-time Students)	\$ 65.00
Returned Check Fee (NSF or Closed Account)	\$ 50.00
Transcript Fee (Lifetime)	\$ 40.00

COURSE FEES

Student Teaching	\$ 350.00
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ADDITIONAL FINANCIAL REQUIREMENTS FOR INTERNATIONAL STUDENTS

International students will need to provide documentation for financial support equivalent to one year of total expenses in the United States. The financial documents required are an affidavit of support or a letter of intent to support from a sponsor, and an accompanying bank statement which indicates that the required amount of funds are available. All documents must be in English with monies listed in U.S. currency.

An accepted graduate student will be required to submit a \$5,000.00 (U.S.) advance deposit before Eastern will issue a Certificate of Eligibility (I-20).

LATE PAYMENT FEE (TRADITIONAL PROGRAMS)

All payment arrangements received after the first day of classes for a given semester will be subject to a **2% Late Payment Fee with a minimum fee of \$110.00**. The Late Payment Fee will be assessed on the amount due in a given semester after any Financial Aid is applied to the student's account. This fee is in addition to any fees charged for selection of a multiple payment option if the student should make payment arrangements after the first day of classes for the given semester.

MONTHLY SERVICE CHARGE ON DELINQUENT ACCOUNTS

A **Monthly Service Charge of 1.5%** will be added to all accounts that become delinquent. In addition, the Monthly Service Charge is added to all delinquent accounts that are carrying past due balances.

The Monthly Service Charge is added to accounts just prior to the mailing date of the Monthly Account Statements.

If you pay your bill on one of our multiple payment options *and* your payments are kept current, you will *not* be billed the Monthly Service Charge.

PAYMENT PLANS AND FEES vary by program; information is available on Eastern's website, www.eastern.edu.

TUITION

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

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

POLICY ON RELEASE OF ACADEMIC CREDENTIALS FOR PAST DUE ACCOUNTS

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

GENERAL EXPENSE DEPOSIT (GED)

(TRADITIONAL SEMESTER STUDENTS ONLY)

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

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

WITHDRAWAL AND REFUND OF TUITION POLICY

Any students who wish to withdraw from all courses are required to notify the Registrar in writing. Please note that the first day of classes is counted as the first day of scheduled classes for the entire institution without regard for the start date of individual classes.

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

Withdrawal during the regular semester:

the first two weeks	100%
the third week	50%
after three weeks	0%

*Refunds for Fast-Track and other non-semester programs vary based on policies for those programs.

Students who receive Title IV Federal financial aid and wish to withdraw from **all** courses should notify the Registrar's Office in writing and notify the Financial Aid Office of their change in enrollment status. *Students participating in the Federal Stafford Loan Program must complete an Exit Loan Interview with the Financial Aid Office.* If a student withdraws without notification, the last date of recorded class attendance or the midpoint of the semester will be used as the withdrawal date.

RETURN OF FEDERAL TITLE IV FUNDS

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

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

Percent of Federal Title IV Aid Earned is equal to:
*The number of calendar days completed up to the withdrawal date** divided by the total number of calendar days in the semester.*

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

Percent of Federal Title IV Aid to be returned is equal to:
Total of Federal Title IV Aid minus the % of Federal Title IV Aid earned (from above), multiplied by the amount of Federal Title IV Aid disbursed toward institutional charges.

When Federal Title IV aid is returned, the student may owe a balance to Eastern. Students owing a balance should contact the Student Accounts Office to make payment arrangements. The Student Accounts Office can be reached by calling 610-341-5831, Monday through Friday from 9AM to 5PM.

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

*Federal Title IV Financial Aid includes:

- Federal Pell Grants (undergraduates only)
- Federal Supplemental Educational Opportunity Grants (FSEOG) (undergraduates only)
- Federal Perkins Loans
- Federal Subsidized and Unsubsidized Stafford Loans

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

MONTHLY ACCOUNT STATEMENT

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

Please keep in mind that it often takes a week or more from the time the payment is mailed until it is reflected on your account. **Please Note:** If the financial aid that you are anticipating is not reflected on your monthly statement, please contact the Financial Aid Office directly at 610-341-5842.

MAILING POLICIES

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

- **Session Bills** are always sent to a **home** mailing address unless otherwise requested.
- **Monthly Account Statements** are always mailed to the **home** mailing address unless otherwise requested.
- **Warning Notices** and other special notices about your account status are mailed to **both** home address and campus mailbox (if you have one). This is done to insure that notices of an urgent nature are handled promptly.

– *All other informational materials* and newsletters are mailed to your home address.

It is important that you keep address information accurate. Please contact the Registrar's Office for all address changes at 610-341-5853.

FINANCIAL AID POLICIES

The financial aid program at Eastern University offers assistance to graduate students through graduate scholarships, graduate assistantships, Federal Stafford Subsidized and Unsubsidized Loans, and Eastern University Campus Employment (ECCE). Contact the Office of Financial Aid or the Office of Graduate Admissions for an application packet to apply for this assistance. Be sure to specify whether you are in *The Campolo School for Social Change (CSSC)*, *The School of International Leadership and Development (SILD)* or an accelerated program through *The School of Professional Studies (SPS)*. Students enrolled in accelerated Fast-Track programs are not eligible to participate in the graduate scholarship or assistantship programs.

In order to receive any type of financial assistance, a student must:

- Be fully accepted as a matriculated student in a degree or certification program or an elementary or secondary teacher certification program
- Be enrolled for a minimum of 6 credits per semester (or equivalent period) of aid
- Have made satisfactory academic progress at the end of the previous academic year
- Have applied for financial aid by the published deadline each year aid is requested

Financial Assistance is not available for:

- Provisionally accepted students
- Students enrolled as non-degree students
- Courses that are being repeated
- Courses being taken for personal enrichment

FEDERAL STAFFORD LOAN PROGRAM

The Free Application for Federal Student Aid (FAFSA) must be submitted each academic year in order to participate in the Federal Stafford Loan Program. In addition, a *Federal Stafford Loan Master Promissory Note (MPN)* and a *Federal Stafford Loan Entrance Interview* must be on file before the loan may be certified.

FOUNDATION COURSES

Students must complete any required foundation courses during the first twelve (12) months of their enrollment in order to have these courses considered for financial aid. Foundation courses taken after the first year will not be considered for aid or for Satisfactory Academic Progress.

ELEMENTARY OR SECONDARY TEACHER CERTIFICATION PROGRAM

The Federal Stafford Subsidized and Unsubsidized Loan is available to eligible elementary or secondary Teacher Certification students, before, but not after, the master's degree is earned.

- **Education Certification students** may qualify for up to \$10,500 in the Federal Stafford Student Loan Program each financial aid year. Education Certification students are not eligible to receive Eastern Graduate Assistantships or Scholarships.

• **Post-certification M.Ed. students** may qualify for up to \$18,500 in the Federal Stafford Student Loan Program each financial aid year. Master's Degree candidates may also apply for consideration for an Eastern University Graduate Scholarship or Assistantship.

• **Post-masters students** do not qualify for participation in the Federal Stafford Student Loan Program to complete certification requirements. These students are not eligible for institutional financial aid.

INTERNATIONAL STUDENTS may apply for consideration for a Graduate Scholarship or Assistantship if they meet the other criteria stated above and have a valid Social Security Number (SSN). International students may apply for a Federal Stafford Loan if they are considered to be an eligible non-citizen and have a valid SSN and a valid Student Aid Report (SAR).

ALTERNATIVE LOAN PROGRAMS are available through select lenders for students unable to participate in the Federal Stafford Subsidized and Unsubsidized Loan Program or students interested in additional funding.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

MAXIMUM TIMEFRAME FOR COMPLETING DEGREE REQUIREMENTS

The maximum timeframe for completing degree requirements is three years for full-time study and four years for part-time study. Therefore, financial aid will not be available beyond the maximum timeframes. Additionally, Eastern University Graduate Scholarships and Assistantships are not available for more than six semester for full-time students and nine semesters for part-time students.

QUANTITATIVE STANDARDS: CREDIT HOURS

Full-Time Students - To be eligible for continued receipt of financial aid, full-time students enrolled in a degree program must register for and complete at least 18 credit hours in an academic year. To receive aid as a full-time student for the fall and spring semesters requires registering for at least 9 credit hours per semester.

Part-Time Students - To be eligible for continued receipt of financial aid, part-time students enrolled in a degree program must register for and complete at least 12 credit hours in an academic year. To receive aid as a part-time student for the fall and spring semesters requires registering for at least 6 credit hours per semester.

Students whose status is split between academic years (full-time/part-time) will have their aid eligibility reviewed based on a proration of annual requirements for the appropriate semester. Also, the satisfactory progress standards are cumulative and will include all semesters of the student's enrollment, even those for which the student did not receive financial aid.

QUALITATIVE STANDARDS: CUMULATIVE GRADE POINT AVERAGE

Grade Point Average Requirements - To be eligible for continued receipt of financial aid, both full-time and part-time students must meet the following requirements :

<i>Credits Attempted</i>	1-11 hours	12+ hours
<i>Cumulative GPA Required</i>	2.75	3.00

MEASUREMENT OF ACADEMIC PROGRESS

Academic Progress measurement includes the fall and spring semesters and will be measured in May of each year. Students beginning their program in the spring semester will be evaluated based on their academic performance during their first spring semester, and at the end of each subsequent Spring semester.

Failures and withdrawals are courses attempted, not completed. **Incompletes** are not counted toward credits completed until after the course work is successfully completed and posted by the Registrar. **Repeat courses** will not count toward credits completed for Satisfactory Academic Progress since the credits were already counted toward the standards the first time the course was completed. **Foundation courses** will not be counted toward progress if taken after the first twelve (12) months of the student's enrollment.

WHEN MINIMUM STANDARDS OF ACADEMIC PROGRESS ARE NOT ACHIEVED

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

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

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

A student who has an incomplete course MUST file the *Satisfactory Academic Progress Appeal Form* in order to have the Financial Aid Appeals Committee grant an extension, allowing the student additional time to meet the academic progress requirements.

Contact the Office of Financial Aid at 610-341-5842 for additional information. The Office is located on the St. Davids, PA campus and is open Monday through Friday from 9 AM to 5PM.

ACADEMIC POLICIES AND PROCEDURES

ADMISSIONS POLICIES

Admission to graduate programs is open to qualified college graduates, regardless of field of undergraduate study. Eastern does not discriminate in its admission policies or in any other policy, program or activity on the basis of gender, age, race, color, national or ethnic origin, handicap, or marital or parental status.

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

- Possess a bachelor's degree in any field from a regionally accredited college or university. If the bachelor's degree was earned outside the United States, the program of study must be equivalent to a four-year U.S. baccalaureate degree program.
- Have an overall undergraduate grade point average of at least a 2.5 (professional/state requirements may be higher).
- Obtain acceptable scores on admission or professional tests, if required by the specific graduate program. Students from educational systems outside the United States whose language of instruction was not English must submit official results of the Test of English as a Foreign Language (TOEFL). Minimum acceptable scores are 550 for the paper-based test and 213 for the computer-based test.

NOTE: *In place of the bachelor's degree and minimum grade point average requirements, applicants who have completed a three-year post-secondary educational program outside the United States (resulting in a degree, certificate or diploma) may demonstrate attainment of four-year baccalaureate core competencies through the Undergraduate Equivalency Examination (UEE). Contact the graduate program representative for costs and procedures.*

Specific graduate programs may require interviews, essays, letters of nomination, or other supplementary information prior to making admissions decisions. Undergraduate foundation courses may be required for students who do not have adequate preparation to benefit from the graduate courses offered.

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

STUDENT CLASSIFICATION AND DEGREE STATUS

A graduate student may be admitted as a degree student, a certificate student, or a non-degree student, depending upon the student's objectives. A student who has held only non-degree status and who later wants to apply for degree status must apply through the Office of Graduate Admissions. All students matriculated into degree programs must make formal application for degree candidacy by the mid-point of their programs. The Graduate Advisor will review requests for transfer credit, course waivers, and course substitutions, to ensure that all documents have been received, evaluated and forwarded to the Registrar.

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

Provisional Admission — Provisional admission is a temporary classification in which an applicant to our traditional graduate programs may remain for a period of **one semester** and take no more than six credits of any kind, and in which an applicant to our nontraditional graduate program (Fast-Track MBA®) may remain for a "period" of six credits. If the deficiencies that caused the provisional admission are not corrected by the end of these periods, the student may be dropped from the program.

Non-degree Student — A Non-Degree student is one who meets all requirements for admission to the Graduate School, but who does not intend to work for an advanced degree at this institution. This classification includes students who plan to transfer credits to another institution, students studying for personal enrichment, and those who plan special programs of study not connected with a specific department and not leading to an advanced degree. Students must complete and submit an application, proof of graduation in the form of a final transcript from an accredited undergraduate program, and a non-refundable application fee prior to beginning course work. Courses with prerequisites may be taken only if the prerequisites have been met. Students wishing to take more than fifteen graduate credits must apply to Graduate Admissions as a degree candidate and meet all admissions requirements as outlined previously. The credits must have been earned within five years preceding entry into the degree program.

Certificate Student — A certificate student is one who is engaged in a program of study leading to a certificate or equivalent recognition of accomplishment rather than a graduate degree program. Candidates for certification (but not a master's degree) must be U.S. citizens (except foreign language), submit the same credentials as degree applicants and be accepted before they can proceed with a program that will make them eligible for certification. Certification candidates must also complete an interview with the program director and may not enter a degree program until certification requirements are complete.

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

Undergraduate Student — An undergraduate student is one who has not obtained a baccalaureate degree.

TRANSFER OF CREDIT

A maximum of nine graduate semester credits may be transferred from another accredited graduate program with the approval of the director of the appropriate program and the dean. An official transcript for this course work must be received by Eastern in order for the course to be transferred. No credit will be granted for courses taken at another institution in which the student has earned less than a grade of "B."

Students wishing to transfer graduate credits may be asked to submit catalog descriptions, course outlines, texts used, or other materials in order that proper credit be given.

CHANGE OF MAJOR AFTER ADMISSION

Acceptable scores on required admissions tests (e.g., GMAT) must be obtained before a request to change majors will be

reviewed by the Graduate Advisor. Approval must be granted by the original advisor and the program director of the new major. Some programs have established deadlines for changing majors. It is the student's responsibility to consult with the Graduate Student Advisor to clarify eligibility and procedures.

TIME TO COMPLETE THE DEGREE PROGRAM

All requirements for the degree, including courses, comprehensive examinations, internships and theses, must be completed within seven (7) years of enrollment as a degree candidate.

SECOND DEGREE

Graduates of Eastern's master's degree programs are not encouraged to seek a second master's degree in the same program. If the graduate chooses to enroll in a second master's program, the graduate must complete:

1. application procedures as specified in the Eastern Graduate Programs catalog;
2. all requirements (courses and credit hours*) for the second degree program as listed in the catalog at the time of application to the degree program; and
3. appropriate substitute course(s) where competency in the content area of the required course has been demonstrated by successful completion of the comparable course in the first master's degree program.

*Second degree students may not "transfer" credits from the first master's degree.

GRADING SYSTEM

Graduate courses at Eastern are graded on a system of four grades: A,B,C, and F. Following are the grades and the quality points assigned to each.

GRADES	GRADE POINTS PER SEMESTER HOUR
A+, A, A-	Excellent 4.0, 4.0, 3.7
B+, B, B-	Good 3.3, 3.0, 2.7
C+, C, C-	Fair 2.3, 2.0, 1.7
F	No Credit/Fail 0
I	Incomplete 0
P	Pass
W	Withdrawn
WF	Withdrawn Failing

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

Incompletes - The grade "I" is given when a student fails to complete course requirements because of some unusual circumstance beyond his/her control. The "I" must be approved by the professor teaching the course. All incompletes must be removed within one semester (or comparable period). The "I" grade automatically becomes an "F" if the student does not complete course requirements and a change of grade is not submitted within the time frame stipulated above. In the case of serious illness or accident, an extension of the incomplete or a "W" (Withdrawn) grade may be authorized. An "Exception to Policy" form, available from the Office of the Registrar, should be

completed and submitted to the Dean, along with documentation of the illness or accident. "W" grades will be awarded only for the course the student was passing at the time he/she became incapacitated. Courses carrying a grade of "W" receive no credit and are not counted as hours attempted.

Internships and culminating research project/thesis can be a special situation with extended time required to fulfill the work. Therefore, extensions for incompletes in internship courses will be considered on a case-by-case basis.

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

ACADEMIC ADVISING

All students are assigned a faculty advisor upon entering their program. The faculty advisor should be consulted for professional and career advising as well as for advice regarding courses of study. The Graduate Student Advisor implements the Graduate Schools academic policies and procedures, receiving and acting on student Change of Status Forms, requests for Incompletes and Petitions for Exception to Policy, for submission to the Registrar. The Graduate Student Advisor works closely with the deans on student grade appeals and graduation clearances, and counsels students individually on their programs of studies in order that students complete their graduate work in a timely fashion.

ADDING A COURSE

Students may add a course by filing a drop/add card in the Office of the Registrar. Courses may be added **only** during the first week of the semester or during the equivalent time period in other sessions.

DROPPING/WITHDRAWING FROM A COURSE

— During the first week of a semester, or the equivalent time in other sessions, a student may drop a course, thereby receiving no grade, by filing a drop/add card in the Office of the Registrar.

— A grade of "W" will be entered on the academic record of any student who drops a course between the end of the first class week and before the end of the tenth class week of the semester or the equivalent in other sessions.

— A student who withdraws from a course after the end of the tenth class week will receive a grade of "WF" which is computed as an "F." (Exceptions are made for extreme circumstances and are handled on a case-by-case basis.)

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

DIRECTED STUDY

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

INDIVIDUALIZED INSTRUCTION

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

The process for arranging Individualized Instruction and Directed Study must be completed by the end of the Drop/Add Period of each semester or the corresponding day in the case of Summer Sessions.

COURSE REPEAT POLICY

- Students may repeat any graduate course in which they receive a grade of “B-”below.
- Students are not permitted to repeat a course more than once.
- A student who has received a grade of “F” in a required (core) course cannot graduate unless this deficiency is corrected. This course must be repeated the next time it is offered in the regular academic year. The course must be repeated at Eastern.
- When a student repeats a course, only the higher grade is used in calculating the grade-point average, but both grades appear on the transcript.
- Credit is granted once for a repeated course, unless the course description specifically allows accrued credit.

GRADE CHANGE POLICY

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

GRADE APPEALS POLICY

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

PROCEDURE

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

In accordance with Matthew 18, the process of appealing a grade or evaluative action that a student thinks has been unjustly awarded is as follows:

Step 1: If communication with the instructor has not resulted in a satisfactory explanation of the grade/evaluation, a student

must initiate an appeal in writing within sixty (60) days from the date of the grade or action. This written appeal should be sent to the instructor responsible for the evaluation, and copies should be sent to the departmental chairperson/program director and to the appropriate dean. The student and the faculty member shall mutually attempt to resolve the appeal within two (2) weeks of receiving the appeal.

Step 2: If an appeal is not resolved at Step 1, the student shall have the option of submitting within five (5) days of the completion of Step 1, a written appeal, including all necessary documentation and evidence, directly to the chairperson of the department/director of the program in question. If there is a department/program appeals committee, the problem shall be referred directly to it. The departmental chairperson/program director or the departmental/division/program appeals committee shall normally submit a written response to the student within two (2) weeks following the receipt of the written statement of the problem. A copy of this response also shall be provided to the instructor and the appropriate dean. If the faculty member involved in the appeal is the departmental chairperson/program director and there is no appeals committee, the student shall go immediately to Step 3.

** In the case of the School of Professional Studies, skip to Step 4.*

Step 3: If no mutually satisfactory decision has been reached at Step 2, the student may submit another written appeal, with all documentation attached, to the dean of the “school” in which the problem originated. Such an appeal shall be made within one (1) week following the receipt of the written response of the departmental chairperson/program director or the departmental/division/program appeals committee. The dean shall investigate the problem as presented in the documentation and shall notify the parties involved of his/her decision within two (2) weeks of the receipt of the appeal.

Step 4: If the decision of the dean is still considered to be unsatisfactory, the student may appeal in writing, including all documentation, to the appropriate:

- Academic Appeals Committee (convened for such appeals, as needed) within one (1) week of having received the dean’s decision.
- The Academic Appeals Committee shall meet within one (1) week of receiving the appeal to hear a presentation by the student of his/her case and to consider the recommendations from Steps 2 and 3.
- The Academic Appeals Committee shall then decide the merits of the case. The decision of the Academic Appeals Committee shall be final.

FINAL GRADE REPORTS

At the end of each semester or other session, grade reports are mailed to the name and address supplied by the student at pre-registration unless notification of a change of address is received in writing by the first day of the final examination period. Students may access their academic records on www.eastern.edu, E-net Student Services.

ACADEMIC STANDING

Following are the guidelines for maintaining good academic standing:

<i>Credits Attempted</i>	1-11 hours	12+ hours
<i>Cumulative GPA Required</i>	2.75	3.00

PROBATION

Students who fail to achieve the required grade-point average for their level of graduate credits are placed on probation. Students have one semester following the semester or other sessions in which they were placed on probation to return to good academic standing.

The letter to the student informing him or her of probationary status will include a form requiring the signature of the student and his/her advisor. The advisor will sign the form at a meeting with the student to plan resolution of the probation. In the absence of the advisor, the department chair or program director may meet with the student and sign the form. Registration for courses will not be permitted until the signed form is received by the Office of the Registrar. Registration will be limited to two courses of any kind (graduate or undergraduate), or a maximum of 6 credit hours, until probation status is lifted.

Students not returning to good academic standing within one semester or other session will have their academic records reviewed by the dean and the appropriate Program Director, and may be dropped from the graduate program if sufficient improvement has not been observed.

The dean will review academic standing of all students following each session. Students with more than one incomplete in a session or semester may be placed on probation.

DISMISSAL

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

The dean makes withdrawal requests when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation.

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

Students may be required to end their graduate studies at Eastern if they fail to maintain satisfactory academic standards or professional conduct in any phase of their graduate program. Each step of the educational process requires review and approval of student progress. This includes, but is not necessarily limited to, semester grades. Eastern University reserves the right to terminate a student's graduate study for reasons determined to be material. By virtue of their greater experience, and because a graduate program often leads to management, professional and/or leadership responsibility, graduate students are expected to demonstrate the meaning and value of personal honesty and professional integrity. Particularly at a Christian institution such as Eastern University, professional and moral behavior is expected. A violation of integrity and honesty is a serious offense, considered sufficient basis to terminate graduate studies.

APPEAL OF PROBATION OR DISMISSAL

Students may appeal probation and dismissal decisions of the Graduate Scholastic Standing Appeals Committee (convened for such appeals, as needed) by submitting a letter explaining and documenting any extenuating circumstances that may have affected their academic performance. Appeal letters must be received within two weeks of receipt of notification of probation or

dismissal. Letters should be sent to the Registrar, who will forward them to the chairperson of the ad hoc Committee. The decision of the Committee following the appeal will be final.

STANDARDS OF CONDUCT

Students in the graduate programs are expected to adhere to the standards of conduct set by Eastern. The following are recognized as unacceptable forms of academic behavior at Eastern:

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

- submitting a paper written by another person as your own;
- submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor;
- fabricating evidence or statistics which supposedly represent your original research;
- cheating of any sort on tests, papers, projects, reports, and so forth.

Each faculty member is required to send a record, together with all evidence of all suspected cases of academic dishonesty, to the dean.

ACADEMIC PENALTY

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

- Assign a grade of "F" or "O" on the paper, project or examination but allow resubmission, resulting in a maximum combined grade of "C";
- Assign a grade of "F" or "O" on the paper, project or examination without the opportunity for resubmission;
- Assign a grade of "F" in the course. In all cases the instructor will forward evidence of dishonesty to the appropriate dean and will inform the dean of the action taken.

GRADUATION

It is the responsibility of the student to notify the Registrar's Office of his/her intention to graduate. Notification must be given six months in advance of the anticipated graduation date. It is the student's responsibility to make sure that all transfer credits are recorded on the transcript prior to submitting a notification of intent to graduate. In order to receive a diploma, the student must have completed all requirements for the degree and must have a minimum grade point average of 3.0. Diplomas are issued to graduates on May 31, August 31 and December 31 of each year. Diplomas are withheld from graduates who have unpaid bills or other obligations.

Commencements are held at the close of regular academic semesters in May and December. Students who receive diplomas in August are included in Commencement exercises the following December. Students must be registered for and plan to complete all required coursework by May 31st/ December 31st to be eligible to participate in the respective ceremonies.

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2003-04 ACADEMIC CALENDAR

SPRING 2003 SEMESTER

Classes Begin/Last Day to Register	Monday	January 13
Martin Luther King Holiday Observed – No Classes	Monday	January 20
Last Day to Make Schedule Changes (Drop/Add)	Tuesday	January 21
Honors Convocation	Friday	January 24
Spiritual Emphasis Week	Monday-Friday	February 17-21
Mid-Semester Vacation	Saturday-Sunday	March 1-9
Last Day to Withdraw from Class - No Academic Penalty	Thursday	March 27
Registration for Fall 2003	On-line Begins	Late March
Easter Break	Friday-Monday	April 18-21
Graduate and Evening Classes Resume at 4:30 pm	Monday	April 21
Classes End	Monday	April 28
Study Day	Tuesday	April 29
Final Examinations	Wednesday-Tuesday	April 30-May 6
Baccalaureate	Friday	May 9
Commencement	Saturday	May 10

SUMMER I 2003 SEMESTER (OPTIONAL SESSION)

Classes Begin	Wednesday	May 14
Memorial Day Holiday	Monday	May 26
Classes End/Final Examinations	Tuesday, Wednesday	June 24, 25

SUMMER II 2003 SEMESTER (OPTIONAL SESSION)

Classes Begin	Monday	June 30
Independence Day Holiday	Friday	July 4
Classes End/Final Examinations	Wednesday, Thursday	August 6, 7

FALL 2003 SEMESTER

Classes Begin/Last Day to Register	Wednesday	August 27
Fall Convocation	Friday	August 29
Labor Day Holiday - No Classes	Monday	September 1
Last Day to Make Schedule Changes (Drop/Add)	Wednesday	September 3
Homecoming/Family Weekend	Friday-Sunday	October 10-12
Fall Free Day - No Classes	Friday	October 24
Registration for Spring 2004 Classes	On-line Begins	Late October
Last Day to Withdraw from Class - No Academic Penalty	Wednesday	November 5
Thanksgiving Vacation	Wednesday-Sunday	November 26-30
Classes End	Friday	December 5
Final Examinations	Monday-Friday	December 8-12
Baccalaureate	Friday	December 12
Commencement	Saturday	December 13

SPRING 2004 SEMESTER

Classes Begin/Last Day to Register	Monday	January 12
Martin Luther King Holiday Observed – No Classes	Monday	January 19
Last Day to Make Schedule Changes (Drop/Add)	Tuesday	January 20
Honors Convocation	Friday	January 30
Spiritual Emphasis Week	Monday-Friday	February 16-20
Mid-Semester Vacation	Saturday-Sunday	Feb. 28-March 7
Last Day to Withdraw from Class - No Academic Penalty	Thursday	March 25
Registration for Fall 2004	On-line Begins	Late March
Easter Break	Friday-Monday	April 9-12
Graduate and Evening Classes Resume at 4:30 pm	Monday	April 12
Classes End	Monday	April 26
Study Day	Tuesday	April 27
Final Examinations	Wednesday-Tuesday	April 28-May 4
Baccalaureate	Friday	May 7
Commencement	Saturday	May 8

SUMMER I 2004 SEMESTER (OPTIONAL SESSION)

Classes Begin	Wednesday	May 12
Memorial Day Holiday	Monday	May 24
Classes End/Final Examinations	Tuesday, Wednesday	June 22, 23

SUMMER II 2004 SEMESTER (OPTIONAL SESSION)

Classes Begin	Monday	June 28
Classes End/Final Examinations	Wednesday, Thursday	August 4, 5